

South Dakota Student Learning Objectives Handbook

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Foreword from the South Dakota Commission on Teaching and Learning

The South Dakota Commission on Teaching and Learning (CTL) embraces the important work of examining recommended practices, considering policy alternatives, and ensuring successful implementation of Student Learning Objectives (SLOs).

The Commission – an ongoing partnership between the South Dakota Department of Education (SD DOE), the South Dakota Education Association, and East Dakota Educational Cooperative – is a model of collaboration. At the state level, the Commission brings together teachers, administrators, school board members, university professors, education organizations, and state education officials to achieve consensus.

South Dakota’s Teacher and Principal Effectiveness Systems, including the implementation of SLOs, are not checklists. Successful implementation requires time, training, resources, and support. The systems are not designed to fade away in a few years. The work of improving instruction and student learning should be a central focus for all who provide public education. That is true today, and will remain true 50 years from now. The Commission encourages school districts across South Dakota to create a local Teacher and Principal Effectiveness design team – composed of teachers, administrators, and other stakeholders – to make key decisions and monitor implementation.

This work is important, which is why it was created for educators, by educators. Approach this work with an open mind. Focus on the ultimate goal of improving instruction and student learning. Realize that there is additional support available through the South Dakota Department of Education, South Dakota Education Association, East Dakota Educational Cooperative, and other professional organizations. Take ownership in the importance of the teaching profession. Understand that we are listening and adjusting to teacher needs.



Overview of South Dakota’s Teacher and Principal Effectiveness Systems

South Dakota’s Teacher and Effectiveness systems look at clearly defined, research-based measures of professional practice and student growth as key pieces in the evaluation of teachers and principals. Using a recommended method, schools determine separately a *Professional Practice Rating* and a *Student Growth Rating*. The two separate ratings are combined through the use of a Summative Rating Matrix. Recommended practices for determining both Professional Practice and Summative Effectiveness Ratings are described in detail in the South Dakota Teacher and Principal Effectiveness Handbooks. This Handbook describes the recommended practices for determining student growth as measured by SLOs.

The purpose and structure of South Dakota’s Teacher and Principal Effectiveness Systems, including explanations of both the state professional practice Frameworks and the state minimum requirements for evaluation, are detailed in the Handbooks:

- Read the *South Dakota Teacher Effectiveness Handbook*:
(<https://doe.sd.gov/Effectiveness/documents/Handbook.pdf>)
- Read the *South Dakota Principal Effectiveness Handbook*:
(<https://doe.sd.gov/Effectiveness/documents/Principal-Handbook-22.pdf>)

As South Dakota works to implement these systems, educators can expect to gain a better understanding of the connections between the South Dakota Teacher and Principal Effectiveness Systems. Both systems:

- Share similar philosophy, structure, and process;
- Rely on determining for each educator a Professional Practice Rating and a Student Growth Rating, which are combined to form a Summative Effectiveness Rating;
- Emphasize professional recommended practices while allowing student growth to serve as a significant factor in determining and differentiating teaching performance;
- Include SLOs as a measure of educator impact on student growth, creating an emphasis on shared responsibility and accountability for student learning; and
- Use SLOs as a foundation for determining an educator’s Student Growth Rating.

Introduction to the *South Dakota SLO Handbook*

Student growth is one of two essential components of South Dakota’s Teacher and Principal Effectiveness Systems. In the state systems, student growth is defined as a positive change in student achievement between two or more points in time.

The *South Dakota SLO Handbook* provides support and guidance to public schools and school districts working to incorporate quantitative measures of student growth into local *Educator Effectiveness Systems*. This document defines key concepts, provides implementation resources, and offers guidance to support the development of high quality SLOs.

One key resource being used by schools implementing high quality Educator Effectiveness Systems is the SLO Process Guide, found in Appendix A. This guide, based on the most pertinent research surrounding the use of SLOs, was created to assist educators in the process of using data to inform instructional decisions. Readers of the *South Dakota SLO Handbook* will find that it follows the structure of the guide but delves into more detail to help readers navigate the SLO process for the first time.

ASPIRATION AND ACKNOWLEDGEMENTS: STUDENT LEARNING OBJECTIVES

South Dakota’s work to develop and support the SLO process is united by a common aspiration: *To improve instruction and student learning.*

Along with this overarching aspiration, the educator evaluation process is designed to:

- Encourage meaningful in-depth dialogue focused on improving instruction;
- Provide regular, timely, useful feedback to guide professional growth;
- Support a culture in which data informs instructional decisions;
- Establish clear expectations for teacher and principal performance;
- Assist educators in using multiple measures to determine and differentiate performance;
- Provide a fair, flexible, research-based system that informs personnel decisions.

A collaborative effort to identify and promote recommended practices has been aided by a diverse group of educators, professional organizations, state entities, national experts, and other stakeholders, including:

- South Dakota Commission on Teaching and Learning
- Kentucky Education Association
- 2013-14 Teacher Effectiveness Pilot participants
- 2013-14 Principal Effectiveness Pilot participants
- American Institutes for Research (AIR)
- University of South Dakota
- Center for Applied Mathematics and Science Education at Black Hills State University

SLOs – AN OVERVIEW

Setting rigorous, data-informed goals for student learning encourages recommended teaching practices, resulting in improved growth for students and teachers. As part of the state models for Teacher and Principal Effectiveness, educators and their evaluators work together to create and monitor high quality SLOs.

The ***Student Learning Objective (SLO) process*** asks teachers to address the unique learning needs of their students. The Summative Effectiveness Rating is based in part on *student growth*, defined as a positive change in achievement between two or more points in time.

What are SLOs?

Creating *Student Learning Objectives (SLOs)* is a process by which a teacher establishes expectations for student growth during a specified period of time. Within the state system, *SLOs are not just a pre-test/post-test measurement of student achievement. They promote reflective teaching practices through a formal, collaborative process.*

Within the SLO process, specific, measurable student growth goals represent the most important learning that needs to occur during the instructional period. SLOs are aligned to applicable state or national standards and reflect school and district priorities. Educators, or teams of educators, review standards; identify core concepts and student needs; analyze baseline data to establish learning targets; monitor student progress and, at the end of the process, examine and reflect on outcomes. Principals support the work by guiding and approving SLOs, providing structured feedback, and scoring the final results.

At the end of the instructional period, the SLO results are used to determine the Student Growth Rating that both contributes to the educator's Summative Effectiveness Rating and provides an additional mechanism to generate feedback to guide professional growth.

In instances where a principal or teacher is responsible for students in tested grades and subjects, growth on state summative assessments must be included as one significant piece of the SLO process (ARSD 24:57:02). State summative assessment scores should be used to determine the SLO's priority content. SLOs will be used by teachers in untested grades and subjects based on the most common assessments or rubrics available to provide evidence of meaningful student growth.

Why Use SLOs? The Four Benefits of SLOs

States and districts that have employed SLOs as a measure of student growth have found that the process, when done well, provides teachers with the opportunity to take ownership in establishing student growth goals that are truly authentic and relevant to daily classroom instruction. Research conducted by the University of South Dakota and the American Institutes for Research (AIR) has helped the state highlight four key benefits of using SLOs.

BENEFIT ONE: REINFORCING RECOMMENDED PRACTICES

Setting goals for students, assessing student progress, and using data to inform adjustments to instructional strategies demonstrate good teaching practice.

- In the 2013-14 pilot year, South Dakota teachers said the focus on student learning in and of itself should increase student achievement (Baron and Adderhold, USD, 2014).
- Implementing the SLO process formalizes recommended practices while working to focus conversations around student results, which ultimately benefits teaching and student learning (Lachlan-Hache, Cushing, & Bivona, 2012).

USING THE S.M.A.R.T. GOAL SETTING PROCESS TO DEVELOP SLOs

SLO implementation encourages teachers to make direct connections between planning and instruction by asking educators to use the S.M.A.R.T. goal-setting framework. Using the S.M.A.R.T. goal-setting framework, educators are guided toward establishing SLOs that are (S)pecific, (M)easurable, (A)ppropriate, (R)igorous and realistic, and (T)ime-bound.

CONNECTION TO THE SOUTH DAKOTA FRAMEWORK FOR EFFECTIVE PRINCIPALS

Implementing SLOs promotes shared accountability for student learning by asking principals to lead teachers through the establishment and attainment of realistic, rigorous SLOs. The *South Dakota Framework for Effective Principals* connects to SLOs through the Instructional Leadership and School Operations domains (See *South Dakota Principal Effectiveness Handbook* located at <https://doe.sd.gov/Effectiveness/documents/Principal-Handbook-22.pdf> for a more in-depth examination of these domains). When done correctly, the SLO process can serve as:

- An artifact to show how principals engage with teachers
- Research and data to promote a school culture
- An instructional program that fosters student learning and staff professional growth.

CONNECTION TO THE SOUTH DAKOTA FRAMEWORK FOR TEACHING

When integrated with evaluations of professional practice relative to the *South Dakota Framework for Teaching*, SLOs provide yet another way to reinforce recommended practices. Public school districts in the early stages of SLO implementation may consider focusing evaluations of professional practice on the components that are most connected to the knowledge and skills necessary to establish and attain SLOs. In addition, SLO documentation can serve as an artifact to demonstrate performance relative to non-observable components of the Framework (Domains 1 and 4).

BENEFIT TWO: A TEACHER-LED, COLLABORATIVE GOAL-SETTING PROCESS

The SLO process encourages teachers to collaborate and take ownership of student learning.

- South Dakota teachers mentioned collaborations with colleagues teaching the same grade level or content area, colleagues teaching one grade level above or below, colleagues from other schools within the district, and colleagues from neighboring schools through multi-district partnerships (Baron and Adderhold, USD, 2014).
- Districts that have effectively implemented SLOs found that the process provided teachers with the opportunity to take ownership in establishing authentic and relevant student growth goals (Lachlan-Hache, Cushing, & Bivona, 2012).

BENEFIT THREE: A FLEXIBLE FRAMEWORK BASED ON STUDENT NEEDS, GRADE LEVEL, AND CONTENT

Additionally, implementing SLOs allows districts to create a uniform goal-setting process that provides educators with the flexibility to match the assessment and student growth goal to course content and a unique student population. The SLO process is also flexible enough to adjust for the statewide assessment being implemented with the transition to college and career ready standards.

- South Dakota teachers reported that SLOs can be individualized for each class and still offer accountability based on students' needs and results (Baron and Adderhold, USD, 2014).
- SLOs are not entirely dependent upon the availability of statewide assessments; an important benefit considering nearly 70 percent of educators teach in grades and subjects in which state assessments are not available (U.S. Department of Education, 2013).

BENEFIT FOUR: FOCUSED ON THE MOST IMPORTANT LEARNING THAT NEEDS TO OCCUR

SLOs promote educator expertise by emphasizing teacher knowledge of curriculum, assessment, learning context, and student data. Through SLO development, educators are asked to assess student needs and align instruction accordingly. While many educators rely on similar goal-setting strategies to guide instruction for all content taught during the year, educators are only asked to formalize the process for the most critical learning that needs to occur.

- In South Dakota, many teachers reported the primary benefit associated with SLOs was the curriculum focus it provided for teachers and students alike (Baron and Adderhold, USD, 2014).

Use of State Assessments during the SLO Process

Assessment of student learning is a critical component of the SLO process. Teachers assigned to state-tested grades and subjects should use data from state assessments as part of the SLO process. Local public school districts may determine the most appropriate way to use state assessment data as a part of the SLO process.

- There is no requirement for teachers to use state assessment data as an end-of-year assessment of student progress. In most cases, teachers will use prior-year assessment data to identify core concepts and standards that will serve as the focus of SLOs.

Number of SLOs Developed by Teachers

While teachers may choose to use more than one SLO to inform their personal growth plans or their plans of improvement, **only one SLO is used to evaluate the teacher's impact on student growth**. The SLO used for evaluation purposes must be established early in the evaluation period. Teachers assigned to state-tested grades and subjects must develop an SLO for the content or grade level in which the state assessment is administered. The SLO must use the results of the state assessment as a significant component. SLOs are to be aligned to the most critical pieces of learning that occur in the classroom.

SLOs as Artifacts

The SLO process reflects recommended practices aligned to the *South Dakota Framework for Teaching*. The SLO Process Guide and other SLO resources are powerful artifacts that can be used as evidence of teaching performance relative to non-observable state teaching standards (Domains 1 and 4). As guidance for districts working to create efficiencies in artifact collection, the steps within the SLO Process Guide have been aligned to components of the *South Dakota Framework for Teaching*.

What about Principals?

Progress towards meeting school-level Annual Measurable Objectives (AMOs) and the results of the School Performance Index (SPI), especially relative to narrowing the achievement gap, account for at least 25 percent of a principal's Student Growth Rating. In addition to state test scores, accountability data, and any other district-created measures of student growth, a principal should be evaluated based on how well the teachers, under the principal's guidance, perform in setting and enabling their students to meet meaningful, ambitious, and achievable SLOs.

What Does the SLO Process Look Like?

Evaluation of student growth in South Dakota's Teacher and Principal Effectiveness Models is based on a three-tier rating: *High Growth*, *Expected Growth*, and *Low Growth*. South Dakota's Teacher and Principal Effectiveness Models call for the evaluator and teacher to collaboratively set ambitious, yet achievable SLOs. Progress toward these objectives should be tracked to provide additional information about student growth.

Teachers are asked to first conduct a data-informed needs analysis to help identify which learning content should be the focus of an SLO. Teachers should also work to examine the curriculum to determine overarching concepts or skills that students must gain during a course, and use this knowledge to focus SLO development.

Developing a high quality SLO requires that teachers establish accurate baselines that rely on data from multiple sources to help identify student starting points. By collecting information from multiple sources, teachers can develop a better picture of student understanding of the priority content, which ultimately improves SLO quality. When available, past records and end-of-year data from prior assessments may be used, but teachers are encouraged to validate historical data with more current data.

As teachers analyze the data to determine pertinent baselines, it is important that they look at students who are prepared, those who are in need of remediation, and those who are in need of enrichment to understand where appropriate goals may lie for each of these groups. Grouping student data may reveal patterns that allow teachers to establish more authentic, differentiated growth goals that set expectations for students with varying levels of preparedness. When developing SLOs, teachers should focus on establishing goals that include all students in a given course or class.

CHALLENGES OF IMPLEMENTING SLOs

To plan for long-term success, teachers must have an understanding and awareness of challenges that they may encounter during SLO implementation.

Culture Change and Time Constraints

Some school public districts may have SLO-related processes already in place, but other public school districts will require additional support to aid implementation.

- South Dakota teachers reported that while the use of SLOs was a significant change for many teachers, the process created a focus for teaching and it helped inform instruction. Teachers overwhelmingly recommended training in the use of SLOs, and would like more training and viewing of sample SLOs. Generalizations could not be made about the amount of time needed to support SLO training and SLO development. When asked to estimate how much time was required to write and monitor the SLO process, teacher responses ranged from 15 minutes to five hours (Baron and Adderhold, USD, 2014).
- For districts in which the SLO process is unfamiliar, it may be necessary to address the “culture change” that results from SLO implementation (Lachlan-Hache, Cushing, & Bivona, AIR - Implementing, 2012).

Identifying or Developing High Quality Assessments

Selecting or developing assessments to measure SLO goal attainment, a critical step in the SLO process, is often identified as a challenge to SLO implementation. Successful SLO implementation requires educators to understand what makes an assessment valid, reliable, rigorous, and aligned to standards.

- In South Dakota, the majority of teachers interviewed did not believe it was difficult to establish the SLOs, but nearly all agreed that it was more difficult to assess the SLOs (Baron and Adderhold, USD, 2014).
- Teachers will need guidance that outlines how to locate available assessments, and, when an assessment is not available, educators must have confidence in their understanding and abilities to create high quality assessments (Lachlan-Hache, Cushing, & Bivona, AIR - Implementing, 2012).

Defining and Developing High Quality SLOs

As a measure of student growth, SLOs must be rigorous and comparable across public school districts.

- In South Dakota, teachers reported that the problem with SLOs accurately measuring student growth centered on the variability of the class and the expectation of having only one SLO per class for the entire year (Baron and Adderhold, USD, 2014).
- Ensuring rigor will be a persistent challenge, and consistency will regularly compete with the need to be flexible to unique classroom contexts, assessment availability, and staff capacity (Lachlan-Hache, Cushing, & Bivona, 2012).

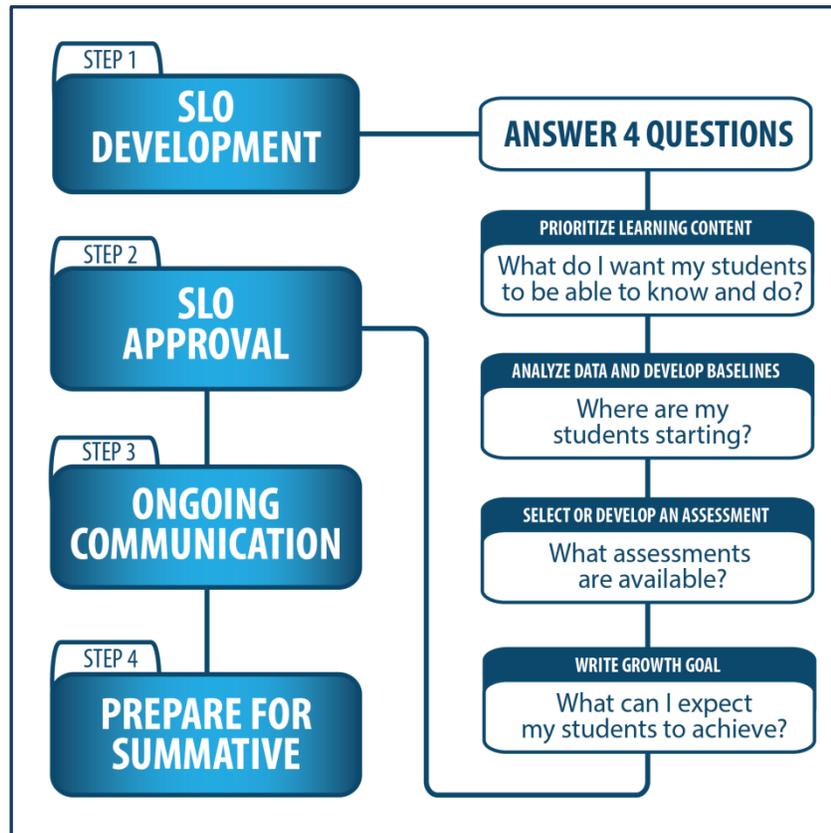
Resources Created to Help Overcome Challenges

The support and guidance needed to implement SLOs will vary by public school district. To bring consistency to SLO implementation, the Commission on Teaching and Learning (CTL) endorses several SLO process resources, which are described on page 37.

The SLO Process in Detail

The *SLO process* embeds recommended practices into a transparent and collaborative dialogue between the teacher and principal. The four steps of the SLO process are: *SLO development*, *SLO approval*, *ongoing communication*, and *preparing for the summative conference*. Individuals new to the SLO process may find it useful to have a copy of the SLO Process Guide on hand as they go through the next portion of the Handbook which will elaborate on each step found within the SLO Process Guide.

Figure 1: The 4-Step SLO Process



STEP 1: SLO DEVELOPMENT

The SLO process begins with the important task of attaching structure to student learning expectations. This step includes much reflection on the part of the teacher and relies on the teacher to have a deep knowledge of his or her content standards, students, and assessment options.

Public school districts working toward implementation can consider the following implementation strategies:

- Providing teachers with access to the SLO Process Guide, SLO Quality Checklist, Assessment Quality Checklist, and Assessment Planning Guide.
- Integrating SLO development into existing professional support systems, including mentoring and induction programs, common planning time, and professional learning communities.
- Encouraging teachers working in similar grades and subjects to work collaboratively through SLO development.
- Allocating time to reinforce key SLO concepts and build skills necessary to develop and document high quality SLOs.

Through SLO development, teachers answer four key questions:

- What do I most want my students to know and be able to do?
Answering this question helps the teacher identify the core concepts and standards that will be addressed by the SLO.
- Where are my students starting?
Answering this question involves gathering and analyzing data to establish student baseline knowledge.
- What assessments are available?
Answering this question leads to the selection or development of an appropriate assessment to measure student growth and goal attainment.
- What can I expect my students to achieve?
Answering this question leads to the development of a student growth goal and a strong rationale statement supporting why the goal is appropriate for the instructional period.

SLO development includes four steps: 1) Prioritizing Learning Content, 2) Establishing Accurate Baselines, 3) Assessment Selection, and 4) Writing Student Growth Goals.

1A) Prioritizing Learning Content

WHAT DO I MOST WANT MY STUDENTS TO KNOW AND BE ABLE TO DO?

Teachers need to think critically and deeply about learning standards that define what students should know, understand, and be able to do. The SLO process encourages teachers to develop one SLO based on the unique and critical learning needs of students in a particular class or course. To guide successful implementation, public school districts should consider the following:

- Teachers assigned to state-tested grades and subjects must use the results of state assessments in their SLOs, and many teachers will find it helpful to use prior-year state assessment data to prioritize learning content. State assessment results are not required to be the growth measurement of the SLO, but rather used as a guide to focus priority content and learning.
- Teachers may consult several existing resources to help identify priority content, including state content standards, disaggregated standards, blueprints, curriculum maps, power standards, and national standards.
- Whenever possible, it is recommended that teachers in the same content area or grade span be provided time to collaborate to identify priority learning content.

DETERMINING HOW MUCH CONTENT TO ADDRESS

When determining priority content, the teacher weighs the benefits and drawbacks associated with the amount of learning content included in the SLO. The chart below summarizes teacher considerations when choosing the content scope of the SLO (American Institutes for Research, 2014).

Figure 2: Content Scope of SLOs

Comprehensive Scope		Essential Skills and Content		Focused Scope	
Example: All Grade 8 State Standards for <i>English language arts</i> .		Example: All Grade 8 State Standards for <i>informational text in ELA</i> .		Example: Grade 8 State Standards for <i>evaluating arguments and claims in text</i> .	
Strengths	Drawbacks	Strengths	Drawbacks	Strengths	Drawbacks
Covers all learning. May work well for courses that already have finals or end-of-course exams.	Can be difficult or cumbersome to assess well.	Focuses on most important learning.	Can still be difficult to assess well. Involves judgment to determine what is most important.	Can focus on area of need. Easiest of the three to assess.	Not representative of the full scope of learning that occurred during the course.

IDENTIFYING CONTENT: DATA-INFORMED NEEDS ANALYSIS

Teachers are encouraged to use data to determine which learning content will be the focus of an SLO. Through data analysis, teachers or teams of teachers discover trends or specific student needs that inform the selection of priority content.

- Teachers who teach state-tested grades and subjects must use state assessment results in their SLOs, and many teachers will find it helpful to use prior-year state assessment data to prioritize learning content. For example, a teacher may notice trends by reviewing multiple years of assessment data and use that information to focus the learning content of the SLO. State assessment results are not intended to be the growth measure for SLOs, but rather used as a guide to focus priority content and learning.

CONSIDERATIONS: ALIGNMENT TO SCHOOL OR DISTRICT PRIORITIES

During SLO implementation, administrators and teachers should consider the appropriateness of aligning teacher-developed SLOs to other school or district priorities.

- It is not appropriate for teachers to develop an SLO for learning content that is not directly under his or her control.
- Alignment to school or district priorities should not take away the autonomy of a teacher to develop an SLO based on his or her students' unique learning needs.

IDENTIFYING CONTENT: DEEP UNDERSTANDING OF STANDARDS

Teachers regularly examine curriculum to determine overarching concepts or skills that students must gain during a course, and that knowledge of learning standards can guide and focus SLO development. If data are not available to guide the selection of priority content, teachers are encouraged to collaborate with peers and curriculum leaders to identify priority content.

Teachers looking for an access point to help identify content may first want to review the state's content standards for which they are responsible. Content standards may be accessed at:

<http://doe.sd.gov/ContentStandards/>.

SLO PROCESS GUIDE: PRIORITY LEARNING CONTENT

The following portion of the SLO Process Guide relates to the establishment of priority content.

Prioritize Learning Content: <i>Identify standards and content.</i>	<i>What is the most important learning that needs to occur during the instructional period? Specify which standard(s) the SLO addresses and identify the specific data source or trend data used. (SD FfT Component 1a)</i>

As teachers work to develop high quality SLOs, they first need to answer these questions:

1. What is the priority content or standard on which I will base my SLO?
2. What associated skills or understandings go with that content?
3. What are my students going to learn as a result of my SLO?
4. What will my students know, understand, and be able to do as the result of my SLO?

SLO PROCESS GUIDE: IDENTIFY THE STUDENT POPULATION

The following portion of the SLO Process Guide relates to the identification of the student population to help ensure that the SLO is appropriate for the students. This is the power of SLOs. Teachers are able to make decisions based on the needs of their unique student populations.

Once standards have been identified as key content for the learning period, the SLO process asks teachers to reflect on the students in their classroom. Teachers may use the SLO Process Guide to help provide a comprehensive description of their class, group, and student population. Teachers are asked to reflect on characteristics such as students with disabilities, behavior and mental health challenges, English Language Learner (ELL) status, as well as other student learning goals to which SLOs may be aligned. The goal is that teachers start the SLO process by identifying both the content and goals that will have a positive impact on most students in the classroom.

Identify the Student Population: <i>Describe the context of the class.</i>	<i>How many students are addressed by the SLO? Detail any characteristics or special learning circumstances of the class(es). (SD FfT components: 1b, 1c)</i>

After priority learning content has been determined and an understanding of the student population has been reached, educators need to think about the time period their SLO will cover. SLOs are designed to be more than pre-test / post-test assessments of knowledge over one unit in the course and are intended to encompass the larger academic content standards in the course. It is important that the duration of the SLO spans the full length of time students are with the teacher for instruction. School calendar, length of courses, and natural breaks such as start and end of academic semesters can all play a role in the time period of an SLO. Regardless of the interval of instruction, the full SLO process must occur.

SLO PROCESS GUIDE: INTERVAL OF INSTRUCTION

The following portion of the SLO Process Guide relates to the identification of the time span the SLO will cover. Regardless of the timeframe chosen for the SLO, the length should be sufficient for students to master the most important learning that needs to occur in the course.

Interval of Instruction: <i>Specify the time frame in which growth will be measured.</i>	<i>What is the time period in which student growth is expected to occur? Identify the length of the course or provide rationale for a time period that is less than the full length of the course.</i>
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1B) Establishing Accurate Baselines

WHERE ARE MY STUDENTS STARTING?

To establish realistic and rigorous goals for student growth, teachers must accurately determine and document what students know and are able to do at the beginning of the instructional period. Determining baseline student performance also involves documenting the context of the student population, the number of students included in the SLO, and the time period in which growth will be measured. This step works in tandem with Step 1C) Assessment Selection.

To guide successful implementation, public school districts should consider the following:

- Gather quality baseline data that directly relate to the learning content.
- Measures used to determine baseline data should be comparable to measures used to gather data at the end of the instructional period.
- Regular data analysis should be conducted allowing teachers to work collaboratively, analyzing data and developing student baselines.
- The most effective implementation of the SLO process allows teachers time to get to know their students prior to establishing baseline performance.
- When analyzing data to determine baselines, it is helpful to consider organizing students into groups based on performance on baseline measures.
- Teachers are encouraged to rely upon an appropriate data source, which may include common assessments, pretests, student work, benchmark tests, or educator-developed assessments.

SLO PROCESS GUIDE: ANALYZING DATA AND DEVELOPING A BASELINE

The following portion of the SLO Process Guide relates to the analysis of data and identifying the baseline from which student growth will be measured. Within this step, it is key that educators are able to articulate how assessments are selected, and how the assessments will allow for quality comparisons with post-assessment results.

It is important that teachers and their evaluators remember that the baseline is a starting point, and scores are expected to be lower than post-assessment. Within the data analysis process, teachers may want to consider multiple measures. Both the names of assessments and student baseline scores should be well documented for easy reference throughout the SLO process.

Analyze Data and Develop Baseline: <i>Detail student understanding of the content at the beginning of the instructional period.</i>	<i>Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (SD FfT components: 1b, 1f)</i>
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1C) Assessment Selection

WHAT ASSESSMENTS ARE AVAILABLE?

Quality assessment practices are the backbone of the SLO process. Assessments used to measure student growth must be realistic in terms of the time required for administration and should be selected based on the characteristics of high quality assessments.

- Quality assessments are aligned to course content standards and to the learning content established in the SLO.
- Quality assessments have sufficient stretch, allowing all students to adequately demonstrate their knowledge.
- Quality assessments are reliable and capable of producing accurate and consistent results.
- Quality assessments are valid because the assessment measures what it is designed to measure.

HOW DO STATE ASSESSMENTS IMPACT SLOs?

Teachers who teach in state-tested grades and subjects must review the results of state assessments as part of the SLO process to identify priority content. These include:

- Smarter Balanced Assessment (SBAC)
- State science assessment (D-STEP Science)
- Alternate assessments (NCSC and D-STEP Alt Science)

GRADE LEVEL AND CONTENT AREA SPECIAL CONSIDERATIONS

- Individuals who teach English language arts (ELA) or math in grades 3-8 and 11 must write an SLO based on ELA or math.
- Individuals who teach ELA or math in grades 3-8 and 11 must use state assessment data as part of the decision making process when selecting priority content and standards for the SLO.
- Individuals who teach science in grades 5, 8, or 11 must write an SLO based on science.
- Individuals who teach science in grades 5, 8, or 11 must use state assessment data as part of the decision making process when selecting priority content and standards for the SLO.

Note: Grade 5 teachers who teach ELA, math, and science must select one of those content areas on which to base the SLO.

WHAT EVIDENCE OF LEARNING DO I NEED?

As teachers work to develop or select assessments that will be used in the SLO process, they should consider what the priority learning content is and what evidence is needed to show growth. Teachers are encouraged to think about four categories of evidence: knowledge, reasoning, skill, and products.

- Knowledge focuses on the mastery of factual and procedural knowledge retrieved through reference materials.
- Reasoning includes evidence gathered via inductive and deductive reasoning, analytical reasoning, comparative reasoning, classification, evaluative reasoning, and synthesizing.
- Skill is the demonstration of mastery through activities like speaking a foreign language, giving a speech, applying correct technique to serving a volleyball, playing an instrument, or driving. These demonstrations of learning are often best assessed using a performance rubric for the purposes of the SLO process.
- Products include poems, pictures, models, menu plans, or videos. As with the assessment of skill, the measurement of student ability to create products is often best accomplished using clearly defined rubrics.

WHAT ASSESSMENT METHODS SHOULD I USE?

The type of learning being assessed will determine the assessment methods used for the SLO. Different methods of assessment will generate differing responses and evidence, and multiple forms of assessment may be used to help measure the same learning.

Assessment methods that might be considered include traditional selected response or short answer assessments. Other methods could include extended written responses in which students construct a written response to a question or task that is at least several sentences in length. For example, students might be asked to:

- Compare pieces of informational text, solutions to problems, and world events
- Analyze forms of government, artwork, or methods for completing tasks
- Interpret scientific information, music, or polling data
- Describe in detail a process or principle

Performance assessments can be used to measure growth. Within a high quality performance assessment, students are asked to demonstrate a skill or to develop a product. The assessment is to be based on observation and should be scored using a clearly defined rubric.

It is imperative that, when scoring performance assessments, teachers are able to:

- Define and describe what quality is, using common language.
- Define clearly distinguishable levels of success
- Focus on the most important learning content
- Align with pertinent content standards
- Provide models for their students

Rubrics and directions should be clear and avoid the use of imprecise terms such as "adequate" or "sometimes". Rubrics and directions should also use only positive language in descriptors and should avoid value-based adjectives.

In some instances, neither traditional assessments nor performance assessments will be appropriate and teachers may find that personal communication is an appropriate form of assessment. In this type of assessment, students provide information about what they have learned through interaction with teachers and other students. It may include verbal questions and answers; class discussions; conferences and interviews; oral examinations; or journals and logs.

Before finalizing their SLO goal or establishing baseline data, educators should spend time reflecting on which assessment methods will work best for both their priority content and standards and for their students.

ASSESSMENT QUALITY: ALIGNMENT

IS THE ASSESSMENT ALIGNED TO MY SLOs AND APPROPRIATE GRADE- OR CONTENT-SPECIFIC STANDARDS?

The assessment selected should cover the key subject and grade-level content standards and curriculum that can be taught during the interval of instruction. When examining assessments for alignment, teachers or teams of teachers should look for the following:

- Items on the assessment should cover all priority content.
- No items on the assessment should cover standards that the course does not address.
- Where possible, the number of items should mirror the distribution of teaching time devoted to concepts or the curriculum focus.
 - For example, if a foreign language teacher devotes almost equal amounts of time to developing students' reading comprehension, listening comprehension, oral communication, and written communication skills, he or she should not use an assessment that devotes 90 percent of test items to reading comprehension.
- The items or tasks should match the full range of cognitive thinking required during the course.
- For example, if the focus of the mathematics content standards are solving word problems and explaining reasoning, some questions or items on an assessment should require students to solve word problems and explain how they arrived at their answers.
- Where appropriate, the assessment should require students to engage in higher-order thinking. These items or tasks may require students to use reasoning, provide evidence, make connections between subjects and topics, critique, or analyze.

ASSESSMENT QUALITY: STRETCH

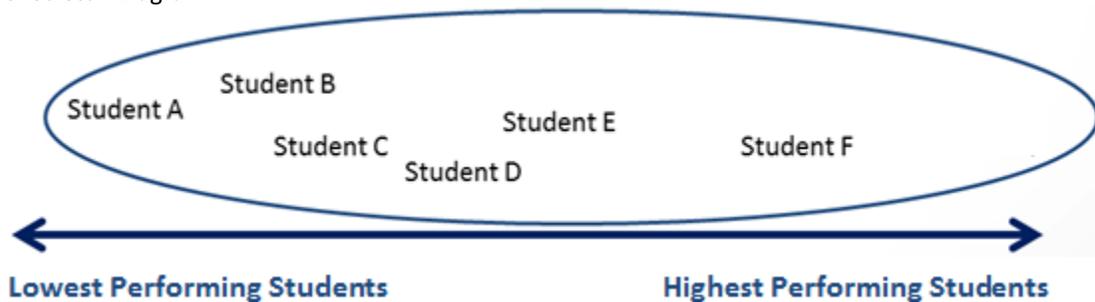
DOES THE ASSESSMENT ALLOW HIGH- AND LOW-ACHIEVING STUDENTS TO ADEQUATELY DEMONSTRATE THEIR KNOWLEDGE?

All students should be able to demonstrate developmentally-appropriate progress on the assessment used with an SLO. In order for the assessment to work for most or all students, the assessment must have sufficient stretch, meaning that in addition to containing questions of varying difficulty, the assessment should also cover the range of basic to advanced knowledge or skills.

Teachers may not be able to make an informed judgment about the needed stretch of the assessment until they have analyzed the baseline or pre-assessment performance of students. When evaluating the assessment for sufficient stretch, teachers and teacher teams should consider:

- All students should be able to demonstrate growth on the assessment.
- The test should include items that cover basic knowledge and skills as well as appropriate, content-relevant items that will challenge the highest performing students.

Figure 3: Stretch Diagram



ASSESSMENT QUALITY: VALIDITY AND RELIABILITY

DOES THE ASSESSMENT GENERATE RESULTS THAT ARE VALID AND RELIABLE?

An assessment should measure accurately what it is designed to measure (validity) and should produce consistent results (reliability). When evaluating assessments to determine whether they would produce valid and reliable results, teachers or teacher teams should consider the following:

- Unless the assessment aims to test reading skills, the assessment should not include overly complex vocabulary.
 - For example, a mathematics test that includes word problems with complex names and languages may be assessing reading skills rather than mathematical reasoning.
- Items or tasks should be written clearly and concisely. Performance-based assessments should contain clear directions that are easily understood.
- Clear rubrics or guidance should be included for performance-based items.
- The teacher or teacher team should determine how the assessment will be administered consistently across classes. Testing conditions, instructions, and test items (if using different forms of a test across classes) should be similar across classes.
- An assessment should be fair to all groups of students.

CHOOSE THE MOST COMMON ASSESSMENT AVAILABLE

Common assessments are consistent across classrooms and are based upon commonly defined and agreed-upon criteria. Choosing assessments with the highest degree of commonality often delivers the highest quality results. The chart below groups assessments into three categories based on the degree of commonality. The most common assessments are listed at the top of the chart, and assessments become less common toward the bottom of the chart.

Figure 4: Available Assessments Ranked in Order of Commonality

	<p style="text-align: center;">STATE ASSESSMENTS</p> <p>This category includes assessments mandated for use statewide and assessments required by state and federal law.</p> <p>Examples: Smarter Balanced Assessment, D-STEP Science Assessment (or the state-required science assessment) , alternate assessment (NCSC and D-STEP Alt Science)</p>
	<p style="text-align: center;">COMMON STATE AND DISTRICT ASSESSMENTS</p> <p>This category includes assessments not mandated for state use, but widely used by districts and schools. Assessments in this category include commercially available assessments, district-developed pre- and post-tests, or course-level assessments. Assessments could also take the form of established rubric-scored performance-based assessments.</p> <p>Examples: Assessments available through WIDA-ACCESS Placement Test (for English Language Learners), NWEA, STARS reading/math, MAPS, AIMSweb, Career and Technical Education performance contests/judging.</p>
	<p style="text-align: center;">TEACHER-DEVELOPED ASSESSMENTS</p> <p>This category of assessments includes classroom assessments used for a single course by a particular teacher.</p>

COLLABORATIVELY DEVELOP ASSESSMENTS

When no common state or district assessment exists, teachers may develop an assessment to measure SLO goal attainment. Whenever possible, teachers should collaborate to develop assessments. Evaluators must approve all teacher-developed assessments. It is important that all assessments are aligned to standards and to any district, school, or other identified goals.

Teachers creating collaborative goals should also collaborate on any possible modifications and should make sure that content- and skill-based rubrics are specific and address multiple levels of proficiency.

SLO PROCESS GUIDE: ASSESSMENT SELECTION

The following portions of the SLO Process Guide relate to assessment selection. It is important for teachers to document this part of the process well, as assessments are the backbone of the SLO process. An SLO can only be as good as the assessment on which it is built. Teachers may find it useful to answer the following questions in this area of the process guide:

- Where did the assessment come from?
- How does this assessment connect to the content?
- How does the assessment measure goal attainment?
- Is the assessment aligned to priority content and standards?
- How well does the assessment measure what it is designed to measure?
- Does the assessment produce an accurate and consistent picture of what students know and can do?
- Can the assessment be administered and scored in a timely fashion?

Select or Develop an Assessment: <i>Describe how the goal attainment will be measured.</i>	<i>What specific assessment or instrument will be used to measure goal attainment? Describe the source of the assessment and the connection to identified content and standards. (SD FfT components: 1c, 1d, 1f, 3d)</i>
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1D) Writing Student Growth Goals

The final step in the development of SLOs is to write growth goals for students.

COURSE- OR CLASS-LEVEL SLOs

Teachers assigned to multiple grades, subject areas, or teaching assignments will have special considerations when identifying the student population that will be addressed in the SLO. In such situations, teachers and administrators are encouraged to discuss whether a course-level or class-level SLO will be developed.

COURSE-LEVEL SLOs

Some teachers may opt to develop an SLO for all students in a given course. The chart below provides an example of a course-level SLO and presents the strengths and drawbacks of that approach (American Institutes for Research, 2014).

Figure 5: Course Level SLOs

Example: A social studies teacher writes an SLO that includes students from his U.S. history classes, including periods 1, 3, 5, and 6.	
Strengths	Drawbacks
Accounts more accurately for the students taught by the teacher.	Can be difficult for educators without a course (special educators, specialists).
Reduces measurement error because number of students included in the SLO is high.	May increase the amount of data analysis teachers need to conduct.

CLASS-LEVEL SLOs

Some teachers may opt to develop an SLO for all students in a class. The chart below provides an example of a class-level SLO and presents the strengths and drawbacks of that approach (American Institutes for Research, 2014).

Figure 6: Class-Level SLOs

Example: A social studies teacher writes an SLO that includes students from his period 3 U.S. history class.	
Strengths	Drawbacks
May reduce the amount of data collection and analysis teachers need to conduct.	Can be difficult for teachers without a formal course (special educators, specialists).
	Can place emphasis on one class over another.
	May not accurately account for all teacher's students.

Regardless of whether a teacher is using a course-level or class-level SLO, there are some special questions to consider in creating the growth goals used for SLOs.

WHAT CAN I EXPECT MY STUDENTS TO ACHIEVE?

High quality SLOs reflect a rigorous, yet realistic expectation of student growth that can be achieved during the instructional period. Evaluators will play a key role in ensuring all teachers write goals that are comparable across grade levels and subjects. To guide successful implementation, districts should consider the following:

- Encourage teams of teachers to work collaboratively to establish expectations for student growth (to develop goals, not to record the data).
- Schedule coaching sessions with all district evaluators to compare and contrast SLOs.
- Use the S.M.A.R.T. goal format to develop SLOs that are (S)pecific, (M)easurable, (A)ppropriate, (R)ealistic and rigorous, and (T)ime-bound.
- Following the development of the goal, teachers should outline the rationale behind the identified student growth goal and any learning strategies that will be used to help students reach the goal.

SELECT THE MOST APPROPRIATE GROWTH GOAL TYPE

Teachers may choose to develop different types of goals. Two examples are *Differentiated Growth Goals* and *Class Mastery Goals*.

DIFFERENTIATED GROWTH GOAL (Preferred Method)

A Differentiated Growth Goal establishes tiered expectations for student growth for groups or individual students in a class or course. When developing a differentiated goal, teachers examine data and set group or individual goals based on how well students understand the content at the beginning of the course. The teacher then establishes Differentiated Growth Goals that outline what *Expected Growth* looks like for each group or individual students. Differentiated Growth Goals represent the most direct connection to student needs, and as SLO implementation progresses, it is expected that Differentiated Growth Goals will become the norm.

- Group goal example: During the 2013-14 school year, 80 percent of intensive students will move to strategic or benchmark, 90 percent of strategic students will move to benchmark, and 100 percent of benchmark students will improve scores within benchmark as measured by the DIBELS Next and DAZE assessments.
- Individual goal example: 100 percent of students will reach their individual growth goal as set by the teacher.

CLASS MASTERY GOAL

A Class Mastery Goal is based on students' starting points relative to the content identified in the SLO. If a Class Mastery Goal is selected, teachers must be confident that the SLO is based on an accurate and appropriate baseline determination. When developing a Class Mastery Goal, educators must also define what constitutes mastery. When writing this type of goal, a teacher determines the number or percentage of students in his or her class who will achieve mastery of the content identified in the SLO. While an educator may establish a goal that expects less than the full class to attain mastery, it is important that the student population identified in the SLO includes all students in the teacher's class.

- Example for Teacher A: 90 percent of Spanish I students will pass the Spanish Language Reading, Writing, Listening and Speaking end-of-course assessments.

SLO PROCESS GUIDE: WRITING STUDENT GROWTH GOALS

The following portions of the SLO Process Guide relate to the establishment of student growth goals. As teachers work through the process of creating SLOs, they may choose to answer these questions:

- How far can I take students during the interval of instruction?
- Have I documented the goal in S.M.A.R.T. goal format?
- Do I have an appropriate rubric for the assessment?
- Is the SLO both rigorous and realistic?
- How did I determine what type of growth goal to use?
- How did I determine the growth measurement method?
- Have I addressed growth for all students?

Documenting these answers in the growth goal area of the SLO Process Guide can help facilitate conversations between the teacher and evaluator while working through the approval and ongoing communication process.

Growth Goal: <i>Establish expectations for student growth.</i>	<i>What can I expect my students to achieve? Establish rigorous expectations for student performance. (SD FfT components: 1b, 1c)</i>

SLO PROCESS GUIDE: PROVIDE GOAL RATIONALE

The following portion of the SLO Process Guide encourages teachers to provide rationale for the goals selected. When complete, the teacher should be able to provide rationale for the SLO and describe how the data, standards, strategies, assessment, student learning, and student needs come together to create a quality SLO.

Provide Rationale: <i>Describe how your SLO benefits student learning.</i>	<i>How do the content, baseline data, assessment and growth goal support student progress and growth? Describe why you chose to develop this SLO. (SD FfT components: 1a, 1f)</i>

SLO PROCESS GUIDE: LEARNING STRATEGIES

The following portion of the SLO Process Guide can be used by teachers to document their plan to meet student needs. This opens discussions about research-based instructional strategies that align to the content, Webb level and needs of students in the classroom to increase learning. Research-based instructional strategies selected should be congruent with any identified district and school curriculum and methodology.

Learning Strategies: <i>Describe your plan to meet student needs.</i>	<i>How will you help students attain the goal? Provide any specific actions that will lead to goal attainment. (SD FfT components: 1b, 1e, 1f, 4a)</i>

STEP 2: SLO APPROVAL

Once developed, the SLO must be approved as the official measure of student growth for the evaluation cycle. *SLO approval* is supported by at least one *SLO conference* between the teacher and evaluator. To ease time pressures, the SLO conference may be scheduled in conjunction with other face-to-face meetings that occur during the teacher evaluation and professional growth process, such as goal setting or post-observation conferences.

- Teachers prepare for SLO approval by completing the SLO development step of the SLO process.
- The SLO Process Guide, SLO Quality Checklist, Assessment Quality Checklist, and Assessment Planning Guide can be used to guide SLO approval decisions.
- The teacher and principal agree upon a single SLO for the evaluation cycle.
- If the SLO is not approved, teachers will receive documented feedback and be given time to make changes before resubmitting the SLO for approval.

This portion of the SLO Process Guide is used to document the approval of the SLO for the teacher evaluation cycle. Approval may take place during face-to-face evaluation conferences, or through other means of communication. This is to be completed as early in the school year as is feasible, and should be done by the end of the first quarter at the latest to ensure that growth can be measured over the course of the school year. The following is a sample of the work embedded in the SLO approval form located in the SLO Process Guide.

EVALUATOR NARRATIVE (Required if a revision to the growth goal is requested prior to approval.)

This will be signed by both the teacher and evaluator and kept on file. It can be used in the principal's evaluation to ensure that the principal is working with teachers to set ambitious and meaningful student performance goals that are designed to help all students grow academically.

STEP 3: ONGOING COMMUNICATION

Ongoing communication provides opportunities for principals and teachers to correspond regarding progress toward goal attainment. The SLO process encourages, but does not require, teachers to monitor student progress through the ongoing formative assessment process. The formative assessment process is a deliberate process utilized by teachers and students during instruction to provide actionable feedback, which is then used to adjust ongoing instructional strategies to improve students' SLO attainment of curricular learning targets/goals. By using the formative assessment process, teachers have access to data that may either validate instructional strategies or determine whether mid-course modifications need to be made. Ongoing communication may be conducted face-to-face or electronically.

The ongoing communication portion of the SLO Process Guide includes several questions that help structure ongoing conversations regarding progress toward SLO goal attainment:

- Are my students on track toward meeting the SLO?
- Does data suggest a need to adjust instructional strategies?
- Are there circumstances beyond my control that will impact the SLO?

SLOs and Teacher Observation

South Dakota's Teacher Effectiveness Model relies on evidence from multiple measures to determine and differentiate performance. In addition to evidence provided through the SLO process, evaluators will gather evidence through classroom observation.

As a measure of efficiency, districts can consider using pre- or post-observation conferences to discuss progress toward SLO goal attainment. Evaluators and teachers may also consider the advantages and disadvantages of conducting either formal or informal observations in conjunction with lessons related to the established SLO. A mechanism for facilitating ongoing communication related to the SLO has been built into Frontline.

Mid-Course Modifications and Adjustments

Teachers are encouraged to make modifications to the instructional strategy before considering making mid-course modifications to the SLO. Strategy modifications can be discussed and documented during Step 3 of the SLO process. When circumstances beyond the teacher's control impact goal attainment, the teacher and principal may mutually agree to revise the SLO. The list below outlines a few, but not all examples that may justify a teacher and evaluator agreeing to adjust the SLO.

- A teacher's roster changes drastically, due to high student mobility rates.
- A teacher's assignment changes significantly over the course of the year.
- A teacher serves as a pull-in/push-out teacher or co-teacher.
- A teacher is on long-term leave.

It is unacceptable to adjust the SLO based on poor professional practices or inadequate teaching.

Teachers tracking progress toward the established growth goal complete the following portion of the SLO Process Guide, which can be used to structure ongoing conversations about student progress during the instructional period. These are pieces of data the principal and teacher should review periodically, and are appropriate to re-visit at pre- and post-observation conferences. These may be used to help determine which portions of a teacher's curricula and work will be targeted for the formal observations of professional practice.

SLO Process Guide: Progress Update

The following portion of the SLO Process Guide can be used by teachers to explain the data they have collected to date, and can include both summative and formative assessment data. The reflection on the data collected should include an assessment of where students are and whether or not they are on track to meet the SLO by the end of the learning period.

Progress Update: <i>Describe student progress toward the growth goal.</i>	<i>Are your students on track toward meeting the growth goal? Specify the assessment used to track progress. (SD FfT components: 1f, 3d, 4b)</i>

SLO Process Guide: Strategy Modification

The following portion of the SLO Process Guide can be used by teachers to document any instructional strategy changes needed. If data suggests that current instructional strategies are not sufficient to meet the SLO, this can serve as the basis for a mid-cycle discussion of what other research-based instructional strategies might be effective. Reviewing this data periodically helps the teacher evaluate how well instructional strategies are working to differentiate instruction and target supports to students. Continual monitoring of an SLO can help teachers and evaluators have conversations and make adjustments to enable all students to make meaningful growth.

Strategy Modification: <i>If necessary, document changes in strategy.</i>	<i>Does data suggest I need to adjust my instructional strategy? Describe how you plan to meet the goal. (SD FfT components: 1e, 4a)</i>

SLO Process Guide: SLO Adjustment

The following portion of the SLO Process Guide can be used by teachers to document any change in circumstances that necessitate mid-course changes to the SLO. In most cases, changes to the SLO will not be needed, as changes to identified instructional strategies should be enough. It is unacceptable to adjust the SLO based on poor professional practices or inadequate teaching. If the SLO is adjusted, the teacher and evaluator should sign off, stating they both agree with the adjustment.

SLO Adjustment: <i>If justified, describe changes to the SLO.</i>	<i>Are there circumstances beyond the teacher's control that will impact growth goal? If needed, attach a revised SLO. (SD FfT components: 1b, 4a)</i>

At the end of the instructional period during which the SLO is to be monitored, the teacher needs to review the progress and data to determine how well their students performed. A discussion of the teacher's Student Growth Rating, Professional Practice Rating, and Summative Effectiveness Rating will take place during a summative conference that occurs as part of the broader teacher evaluation and professional growth process. The final step of the SLO process prepares for that discussion to take place.

STEP 4: PREPARING FOR THE SUMMATIVE CONFERENCE

A discussion of the Student Growth Rating, Professional Practice Rating, and Summative Effectiveness Rating will take place during a *summative conference* that occurs as part of the broader teacher evaluation and professional growth process. The final step of the SLO process prepares for that discussion to take place.

In Step 4 of the SLO process, teachers assemble, organize, and provide summative evidence of SLO goal attainment. In preparation for the summative conference, teachers are encouraged to self-score the SLO and reflect upon the SLO process.

In preparation for the summative conference, principals review teacher-submitted SLO evidence to establish a Student Growth Rating. Feedback should be provided in a timely manner, giving teachers sufficient time to review the principal's comments and gather any artifacts to guide discussion during the summative conference.

Determining a Teacher's Student Growth Rating

A teacher's Student Growth Rating is based on a percentage of SLO goal attainment. Using goal attainment to determine student growth empowers teachers with the flexibility to establish rigorous, realistic expectations for student learning. The three student growth performance categories are outlined below.

Figure 7: Teacher Effectiveness – SLO Measure – Student Growth Performance Categories

PERFORMANCE CATEGORY	DESCRIPTION
High Growth	The teacher's SLO(s) growth goal was 86 to 100 percent attained.
Expected Growth	The teacher's SLO(s) growth goal was 65 to 85 percent attained.
Low Growth	The teacher's SLO(s) growth goal was less than 65 percent attained.

To better understand SLO scoring, consider an example based on an elementary teacher who has 20 students in his or her class. If the teacher sets a SLO that expects 90 percent of students (18 students) to master the identified learning content, *Expected Growth* is attained if 12 to 16 students (65 to 85 percent of 18 students) achieve the established goal.

SLO PROCESS GUIDE: PREPARING FOR THE SUMMATIVE CONFERENCE

After assessing student learning at the end of the instructional period, the teacher completes this form to document SLO goal attainment. The form, along with any data required by the evaluator, is submitted to the evaluator in advance of the summative conference. It is the responsibility of the teacher to assemble, organize and deliver to the evaluator evidence of SLO goal attainment, including any assessment data required by the evaluator.

STUDENT GROWTH RATING PERFORMANCE DESCRIPTIONS

High Growth: <i>The growth goal was 86% to 100% attained.</i>	<i>What does High Growth mean? Detail end-of-course achievement levels that equate to High Growth. (SD FfT Component: 4b)</i>
Expected Growth: <i>The growth goal was 65% to 85% attained.</i>	<i>What does Expected Growth mean? Detail end-of-course achievement levels that equate to Expected Growth. (SD FfT Component: 4b)</i>
Low Growth: <i>The growth goal was less than 65% attained.</i>	<i>What does Low Growth mean? Detail end-of-course achievement levels that equate to Low Growth. (SD FfT Component: 4b)</i>

STUDENT GROWTH RATING

Based on student growth from the beginning to the end of the instructional period, teachers are asked to select the Student Growth Rating that equates to their SLO goal attainment and to explain what they learned in the process.

PRELIMINARY STUDENT GROWTH RATING		
LOW	EXPECTED	HIGH
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TEACHER REFLECTION

Professional Growth: <i>Detail what you learned.</i>	<i>What worked? What should be refined? Describe the support you need to improve instruction and student learning. (SD FfT Component: 4a)</i>

The preliminary rating will be used to help inform discussion for the summative conference, and can be augmented by additional evidence needed for reference to determine the Summative Effectiveness Rating described in the *South Dakota Teacher Effectiveness Handbook* (<https://doe.sd.gov/Effectiveness/documents/Handbook.pdf>).

Determining a Principal's Student Growth Rating

South Dakota's Principal Effectiveness System includes two measures for evaluating a principal's impact on student growth.

MEASURE ONE: STUDENT LEARNING OBJECTIVES

This piece of a principal's Student Growth Rating recognizes how important it is that an administrator demonstrates the ability to:

- Work with their teachers to set meaningful and ambitious SLOs for their students
- Serve as a strong instructional leader that enables their teachers to meet these SLOs. It is recommended that this measure accounts for 75 percent of a principal's final Student Growth Rating.

Figure 8: Principal Effectiveness - SLO Measure – Student Growth Performance Categories

PERFORMANCE CATEGORY	DESCRIPTION
Low Growth	Less than 80% of teachers attain Expected Growth
Expected Growth	80% to 90% of teachers attain Expected Growth
High Growth	91% to 100% of teachers attain Expected Growth

MEASURE TWO: STATE ACCOUNTABILITY DATA

The second measure of a principal's impact on student growth requires the principal, in cooperation with the district superintendent, to set school-level growth goals based on the School Performance Index (SPI), Annual Measurable Objectives (AMOs), and/or progress narrowing the achievement gap. This measure accounts for at least 25 percent of a principal's final Student Growth Rating.

As with teachers, a principal's final Student Growth Rating should quantify the principal's impact on student growth into one of three student growth performance categories: *Low Growth*, *Expected Growth*, or *High Growth*. More details can be found in the *South Dakota Principal Effectiveness Handbook* located at <https://doe.sd.gov/effectiveness/documents/Principal-Handbook-22.pdf>.

Summative Effectiveness Ratings

Determining Summative Effectiveness Ratings demonstrates the connection between professional practice and student growth. Once principal evaluations of professional practice and student growth have occurred, the separate ratings are combined into a Summative Effectiveness Rating that categorizes overall performance. Measures of professional practice and student growth are to be combined to differentiate performance of principals into one of three categories: *Below Expectations*, *Meets Expectations*, or *Exceeds Expectations*.

SLO TIMELINES

The CTL encourages local public school districts to establish clear timelines for completing the SLO process. Public school districts seeking guidance with local process decisions can consider the following implementation strategies:

- Create timelines for each step of the SLO process, including development, approval, ongoing communication, and preparation for the summative conference.
- Provide teachers sufficient time at the beginning of the school year to establish relationships with students, assess student needs, and complete SLO development.
- Establish timelines that provide teachers with sufficient time to engage students in priority learning and to measure student growth.
- Create SLOs that last the length of the course, (i.e. a semester, trimester, or quarter). SLOs should cover the most important instruction and should last the duration of the course.

As part of the public school district's effort to ensure all students make meaningful academic progress each school year, teachers and evaluators collaboratively exchange information, while movement through the SLO process may be monitored using the SLO Process Guide and may be discussed during pre- and post-observation conferences. The SLO Process Guide may also act as an artifact to demonstrate teacher performance relative to non-observable teaching standards (Domains 1 and 4). As teachers compile artifacts that reflect growth through SLOs, the SLO Process Guide can additionally be used as a tool to help identify which of the non-observable components of the professional practices evaluation these artifacts most clearly support. Teachers submit this preliminary SLO document and provide evaluators with the necessary information to make informed judgments about goal quality and rigor.

Integrating the SLO Process

For the Educator Effectiveness systems to work well, it is essential that the SLO process be viewed as part of the larger effectiveness process and not as just one additional thing to complete.

Figure 9: South Dakota's Recommended Evaluation and Professional Growth Process



The SLO process occurs during the Plan and Perform phases of the South Dakota Teacher Evaluation and Professional Growth Process.

The South Dakota Evaluation and Professional Growth Process is an overarching process that outlines various steps needed to conduct evaluations based on multiple measures of performance. The process includes four phases (Prepare, Plan, Perform, and Progress) and eight individual steps.

Public school districts are encouraged to establish teacher evaluation procedures that meet the unique needs and circumstances of the district.

For more information about the South Dakota Evaluation and Professional Growth Process, refer to the *South Dakota Teacher Effectiveness Handbook* at the following URL:

<https://doe.sd.gov/Effectiveness/documents/Handbook.pdf>.

SLO Considerations for Special Education Teachers

While the SLO process asks all teachers to match learning outcomes to student need, the unique nature of special education requires additional considerations and guidance to assist special education teachers during SLO development. This section of the *South Dakota SLO Handbook* includes guidance specifically for special education teachers.

- SLOs developed by special education teachers should reflect the diverse education settings found in the continuum of special education services, including, but not limited to, inclusion, resource, and self-contained teaching assignments.
- For examples of SLOs written in the special education context, refer to Appendix F.

TYPES OF SLOs

A special education teacher’s teaching assignment can vary depending on the unique circumstances of each school and the student population served. To provide additional guidance for special education teachers, the SD DOE has outlined three separate SLO types:

- Individual SLOs: A teacher writes a goal based on the students to whom he or she provides direct instructions and/or support.
- Team SLOs with individual accountability: A special education teacher, who regularly works with a traditional classroom teacher, develops an SLO based on only the special education students for whom he or she is responsible.
- Team SLOs with shared accountability (when appropriate): Two or more teachers who work together develop an SLO based on all students in a class or course, inclusive of special education students, and receive the same Student Growth Rating based on the performance of all students identified in the SLO.

Due to the unique circumstances facing special education teachers, it will be important for special education teachers to discuss SLO types with their evaluators. To guide those discussions, consider the strengths and drawbacks of the various special education SLO types, which are represented in the following three tables provided by AIR.

Figure 10: Strengths and Drawbacks for Individual SLOs

Examples in Appendix F: 3 rd Grade Science, 8 th Grade Math, High School ELA Resource	
Strengths	Drawbacks
<ul style="list-style-type: none"> - Holds each teacher accountable only for the students for whom she or he is responsible 	<ul style="list-style-type: none"> - Can be challenging for teachers with very small caseloads or class sizes - Does not recognize that more than one teacher contributes to student growth

Figure 11: Strengths and Drawbacks for Team SLOs with Individual Accountability

Examples in Appendix F: 1 st Grade ELA Resource	
Strengths	Drawbacks
<ul style="list-style-type: none"> - Encourages collaboration - Promotes comparability of SLOs among teacher team members 	<ul style="list-style-type: none"> - Does not promote shared accountability of students - Does not recognize that more than one teacher contributes to student growth

Figure 12: Strengths and Drawbacks for Team SLOs with Shared Accountability

Examples in Appendix F: High School ELA inclusion	
Strengths	Drawbacks
<ul style="list-style-type: none"> - Encourages collaboration - Promotes shared accountability for students - Recognizes that more than one teacher contributes to student growth 	<ul style="list-style-type: none"> - Potentially presents a “free rider” problem

SLOs AND FUNCTIONAL SKILLS

There may be occasions during which an SLO needs to be written to address a functional skill, such as communication (See the 5th Grade ELA Functional example in Appendix F). SLOs must, however, remain academic in nature. Behavioral goals are appropriate only to the extent that they support clearly defined academic goals. In these rare instances, the SLO should:

- Address a skill critical to learning content.
- Address a skill essential for showing what the student knows and/or can do related to the content.
- Be instructed and assessed within the context of content-based activity(ies).

GUIDING PRINCIPLES FOR SPECIAL EDUCATION TEACHERS AND SLOs

The SD DOE has outlined the following guiding principles that apply to special education teachers developing SLOs:

- SLOs should be developed in a way that holds all teachers accountable for the academic growth of students with disabilities.
- SLOs should support the participation of students with disabilities in the general education curriculum to the maximum extent possible.
- ARSD 24:05:13:02 Free Appropriate Public Education (FAPE) must be provided to any child found eligible for special education and related services.
- ARSD 24:05:27:01.03(2)(a): Must meet the student's needs so he or she is enabled to be involved and progress in the general education curriculum.

USE OF INDIVIDUALIZED EDUCATION PROGRAM (IEP) GOALS

SLOs should not be based on the attainment of Individualized Education Program (IEP) goals. IEP goals are highly specialized for individual students and may be short- or long-term goals, where SLOs are intended to be long-term goals for groups focused on academic standards. Consider the following points:

- Students with disabilities, when appropriate, should be instructed and assessed using the same college and career readiness standards as their general education peers.
- IEPs are *legal documents* designed to ensure individualized services to students with disabilities based on their needs. Including IEP goals within the Teacher Effectiveness System may unintentionally move the focus away from the student.

Individuals with Disabilities Act (2004)

An excerpt from the act applies to the development of SLOs:

“To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”

Position: Council for Exceptional Children (2012)

The Council for Exceptional Children published a position statement that does not support the use of progress on IEP goals as a measure of student growth for teacher evaluation:

“When measuring student growth, evaluations should not use a student’s progress on their goals, objectives, or benchmarks on the Individualized Education Program (IEP) as a measure of a special education teacher’s contribution to student growth. Doing so may compromise the integrity of the IEP, shifting its focus from what is designed to be a child-centered document to the performance of the teacher.”

USING THE IEP PROCESS TO INFORM SLOs

While IEP goals and SLOs are decidedly different, there may be overlap in the priority content, evidence, and assessments used to support both the IEP and SLO. While it is important to keep the two systems separate, IEPs can be a source of evidence within the SLO process to document the types of services and supports that were provided to help students with disabilities achieve the standards. The IEP also may include documentation of student growth that could be a valuable source of evidence for SLOs. It may be appropriate to include related service providers within the SLO if they provide services and supports to help students with disabilities achieve the SLO. Special education teachers can leverage work already performed within the context of the specialized instruction outlined in the IEP to gather data for SLOs, including:

- Progress monitoring
- Specialized assessments
- Team structures

Figure 13: Considerations for Special Education Teachers Regarding IEPs

STOP AND THINK
<p>Past student progress on IEP goals can help special education teachers identify student growth trends that inform the development of SLOs.</p>
<ul style="list-style-type: none">• What are strengths and areas for improvement for individual students?• Are there baseline or trend data already being collected as a part of the IEP process? Can the data be leveraged for SLO development?• Are there baseline or trend data already being collected as a part of a progress monitoring initiative (i.e., RtI or MTSS)? Can the data be leveraged for SLO development?• Is the assessment scaled in a way that is sensitive to student growth? Can the assessment accurately capture growth, even in small amounts?• Does the assessment allow students with disabilities to adequately demonstrate their skills and knowledge?• What has the growth and progress for these students looked like in the past?

FOCUS ON ACADEMIC STANDARDS

SLOs are written for content area standards (e.g. ELA or mathematics standards). Special education is not a content area. However, SLOs written to encompass special education populations may differ in their established learning objectives and the types of services and supports provided to students with disabilities to access the general education curriculum.

USE THE SLO PROCESS GUIDE

Special education teachers should use the SLO Process Guide that is used by all teachers in the public school district. A unified template and process reinforces the expectation that all teachers are accountable for student growth. During SLO development, special education teachers can consider the following questions:

- Are students accessing general education standards or alternate standards?
- Are students accessing the same grade-level curriculum on different functional levels?
- Do students with disabilities participate in regular education assessments?

CO-TEACHING CONSIDERATIONS

In co-teaching situations, general education teachers and special education teachers should collaborate on SLO development. In a co-taught classroom, it may be appropriate for the general and special education teachers to share the same SLO and results. In this situation, consider this question:

- If the general education and special education teacher both provide instruction to students with disabilities, should students with disabilities be included in the SLO of one or both teachers?

SLO RESOURCES

TRAINING TO UNDERSTAND AND DEVELOP SLOs

The CTL participated in the development of SLO training programs for South Dakota administrators and teachers. Public school districts seeking training were encouraged to request the CTL-endorsed trainings. During the 2014-15 and 2015-16 school years, public school districts had multiple avenues to access CTL-endorsed trainings relating to SLOs. The SD DOE and South Dakota Education Association sponsored a cadre of trainers capable of providing CTL-endorsed trainings. Public school districts were free to select their preferred training provider and the training options that reflected the most pressing needs of the district.

- A list of previously State-Sponsored Training Opportunities is available in Appendix B. The CTL endorsed all Teacher Effectiveness and Student Learning Objectives trainings listed in this appendix.
- Public school districts had the opportunity to request professional development from SDEA surrounding SLOs.

SLO GUIDANCE DOCUMENTS FROM AMERICAN INSTITUTES FOR RESEARCH

The American Institutes for Research (AIR) is a non-profit organization that specializes in behavior and social science research. Their work includes helping states implement high quality Educator Effectiveness systems. AIR is recognized by the U.S. Department of Education and several states for their work in furthering state efforts to implement Educator Effectiveness Systems that include SLOs.

CTL-ENDORSED RESOURCES

- An *SLO Process Guide* (Appendix A) provides structure to each step of the SLO process and can be used as a mechanism to document SLO work and guide SLO discussions throughout the school year.
- The Gap Analysis and Planning Guide was created to help public school districts navigate the essential questions and planning that needed to occur while learning about the Teacher Effectiveness System. This form took public school district and school decision makers through a series of questions about policy and process that needed to be answered in order for Educator Effectiveness Systems to be implemented with fidelity and helped leadership lay out next steps in the process.
- During SLO development and SLO approval, teachers and principals can consult the SLO Quality Checklist (Appendix C) to ensure high quality SLOs.
- Teachers and administrators can use the Assessment Quality Checklist (Appendix D) to determine whether an assessment is appropriate for use in the SLO process.
- Teachers without access to pre-made assessments can use the Assessment Planning Guide (Appendix E) to match learning content to an appropriate assessment.

FRONTLINE

- Evaluation forms, including the SLO Process Guide, are embedded into the state-provided Employee Evaluation Management System, *Frontline*, which is available to all public school districts.

RECCOMENDED BOOK

- *Classroom Assessment for Student Learning, Doing it Right – Using it Well*, Rick Stiggins, Judith Arter, Jan Chappuis, and Stephen Chappuis, 2006

Glossary

Class Mastery Goal

One type of SLO that establishes expectations for student growth based on the percentage of students who will achieve mastery of the identified learning content.

Differentiated Growth Goal

One type of SLO that establishes tiered expectations for student growth for groups of students in a class or course relative to how prepared students are at the beginning of the course. This type of goal establishes unique growth expectations for each group of students.

Educator

For the purposes of this document, educator is used to refer to teachers, principals, and their evaluators who participate in the evaluation process.

Educator Effectiveness Model

A collection of recommended practices that establishes clear expectations for educator performance, provides educators with meaningful performance feedback, and supports continuous professional growth.

Educator Effectiveness System

A strategic initiative designed to continually improve educator quality through effective performance assessment and targeted professional development.

Goal-setting conference

A step in the annual Teacher Evaluation and Professional Growth Process in which the teacher and evaluator agree upon professional practice goals, discuss appropriate sources of evidence to support professional practice evaluations, and either discuss or approve SLOs.

Preparing for the summative conference

A step in the SLO process in which teachers assemble and submit evidence of SLO goal attainment to the evaluator.

Professional Practice Rating

A rating of *Unsatisfactory*, *Basic*, *Proficient* or *Distinguished* that is calculated and assigned following an assessment of educator performance relative to professional performance standards.

SLO approval

The step in the SLO process in which the teacher and evaluator agree upon an SLO that will be used as the official measure of student growth for the evaluation period.

SLO conference

A face-to-face meeting that provides an opportunity for teachers and evaluators either to approve SLOs or discuss progress toward SLO development. This conference may be scheduled in conjunction with other face-to-face meetings required as a part of the broader teacher evaluation and professional growth process.

SLO development

The step in the SLO process that asks teachers and evaluators to collaboratively establish and document expectations for student growth.

SLO process

A four-step process that guides the evaluation of teacher impact on student growth.

Student growth

A positive change in student achievement between two or more points in time.

Student Growth Rating

A rating of *Low Growth*, *Expected Growth*, or *High Growth* that reflects and quantifies an educator's impact on student growth for the specified evaluation period.

Student Learning Objective

A process by which a teacher establishes expectations for student growth during a specified period of time.

Summative conference

A step in the Teacher Evaluation and Professional Growth Process in which the teacher and evaluator meet face-to-face to reflect upon all evidence collected during the evaluation period and discuss the teacher's Summative Effectiveness Rating.

Summative Effectiveness Rating

A single rating that combines multiple measures of professional practice and student growth to differentiate educator performance into one of three performance categories: *Below Expectations*, *Meets Expectations*, or *Exceeds Expectations*.

Teacher Evaluation and Professional Growth Process

An annual process that outlines practices and procedures necessary to assess Educator Effectiveness, provide meaningful performance feedback, and implement plans that guide professional growth.

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Appendix A: SLO Process Guide

STUDENT LEARNING OBJECTIVE PROCESS GUIDE

Teacher:	
School:	
Evaluator:	

STEP ONE: SLO DEVELOPMENT

<p>Prioritize Learning Content: Identify standards and content.</p>	<p><i>What is the most important learning that needs to occur during the instructional period? Specify which standard(s) the SLO addresses and Identify the specific data source or trend data used. (1a)</i></p>

<p>Identify the Student Population: Describe the context of the class.</p>	<p><i>How many students are addressed by the SLO? Detail any characteristics or special learning circumstances of the class(es). (1b, 1c)</i></p>

<p>Interval of Instruction: Specify the time frame in which growth will be measured.</p>	<p><i>What is the time period in which student growth is expected to occur? Identify the length of the course or provide rationale for an time period that is less than the full length of the course.</i></p>

<p>Analyze Data and Develop Baseline: <i>Detail student understanding of the content at the beginning of the instructional period.</i></p>	<p><i>Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (1b, 1f)</i></p>
<p>Select or Develop an Assessment: <i>Describe how the goal attainment will be measured.</i></p>	<p><i>What specific assessment or instrument will be used to measure goal attainment? Describe the source of the assessment and the connection to identified content and standards. (1c, 1d, 1f, 3d)</i></p>
<p>Growth Goal: <i>Establish expectations for student growth.</i></p>	<p><i>What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)</i></p>

<p>Provide Rationale: Describe how your SLO benefits student learning.</p>	<p><i>How do the content, baseline data, assessment and growth goal support student progress and growth? Describe why you chose to develop this SLO. (1a, 1f)</i></p>

<p>Learning Strategies: Describe your plan to meet student needs.</p>	<p><i>How will you help students attain the goal? Provide any specific actions that will lead to goal attainment. (1b, 1e, 1f, 4a)</i></p>

STEP TWO: SLO APPROVAL

The SLO has been reviewed jointly between the teacher and evaluator and will serve as the agreed-upon measure to determine the teacher's student growth rating.

Teacher Signature:

Date:

Evaluator Signature:

Date:

EVALUATOR NARRATIVE (Required if a revision to the growth goal is requested prior to approval.)

STEP THREE: ONGOING COMMUNICATION

<p>Progress Update: Describe student progress toward the growth goal.</p>	<p><i>Are your students on track toward meeting the growth goal? Specify the assessment used to track progress. (1f, 3d, 4b)</i></p>

<p>Strategy Modification: If necessary, document changes in strategy.</p>	<p><i>Does data suggest I need to adjust my instructional strategy? Describe how you plan to meet the goal. (1e, 4a)</i></p>

<p>SLO Adjustment: If justified, describe changes to the SLO.</p>	<p><i>Are there circumstances beyond the teacher's control that will impact growth goal? If needed, attach a revised SLO. (1b, 4a)</i></p>

Teacher Signature:

Date:

Evaluator Signature:

Date:

STEP FOUR: PREPARE FOR THE SUMMATIVE CONFERENCE

This section documents the preliminary student growth rating, which will be discussed during the end-of-year Summative Conference.

SCORING

<p>High Growth: The growth goal was 86% to 100% attained.</p>	<p><i>What does High Growth mean? Detail end-of-course achievement levels that equate to High Growth. (4b)</i></p>

<p>Expected Growth: The growth goal was 65% to 85% attained.</p>	<p><i>What does Expected Growth mean? Detail end-of-course achievement levels that equate to Expected Growth. (4b)</i></p>

<p>Low Growth: The growth goal was less than 65% attained?</p>	<p><i>What does Low Growth mean? Detail end-of-course achievement levels that equate to Low Growth. (4b)</i></p>

PRELIMINARY STUDENT GROWTH RATING

<p>PRELIMINARY STUDENT GROWTH RATING Based on final assessment data, the student growth rating is:</p>		
LOW	EXPECTED	HIGH
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REFLECTION

<p>Professional Growth: Detail what you learned.</p>	<p><i>What worked? What should be refined? Describe the support you need to improve instruction and student learning. (1a, 4a)</i></p>

Appendix B: 2014-15 & 2015-16 State-Sponsored Training Opportunities

STATE-PROVIDED SUPPORT AND TRAINING

Each ESA has coaches/trainers available.

	Time Commitment	Online Resource	Regional PD	In-District Coaching or Training
A. TEACHER EFFECTIVENESS SYSTEM AWARENESS AND PLANNING				
1. Orientation to South Dakota's Recommended Teacher Effectiveness Model	½ day	X		X
B. EVALUATIONS OF PROFESSIONAL PRACTICE (DANIELSON MODEL)				
1. Administrators: South Dakota Framework for Teaching (Danielson Model) Observer Training and Proficiency Assessment		X		
2. Teachers: Understanding and Applying the South Dakota Framework for Teaching (Danielson Model)		X		
3. Teachers: Introduction to the South Dakota Framework for Teaching and Teachscape Focus				X
4. Teachers: Preparing for Observations and Artifact Collection				X
5. Integrating Teachscape Reflect				X
C. EVALUATIONS OF STUDENT GROWTH (STUDENT LEARNING OBJECTIVES)				
1. Administrators: Orientation to Student Learning Objectives as a Measure of Educator Effectiveness	1 day		X	
2. Teachers: Orientation to Student Learning Objectives as a Measure of Teacher Effectiveness	1 day		X	X
3. Teachers: Selecting or Creating Assessments to Establish and Assess Student Learning Objectives	1 day		X	X
4. Teachers: Using Student Learning Objectives to Guide Instruction and Student Learning	1 day			X
5. Administrators: Implementing Student Learning Objectives with Consistency and Rigor	online	X		

STATE-PROVIDED SUPPORT AND TRAINING

Each ESA has coaches/trainers available.

	Time Commitment	Online Resource	Regional PD	In-District Training
D. IMPLEMENTATION OF COMMON CORE (ELA, Math, 6-12 Literacy)				
1. Mathematics Instruction Supporting the Secondary Common Core State Standards (Grades 6-12) (starting in Oct. 2014 and regional training summer of 2015)	2 days			X
2. Understanding Number Concepts & Cognitive Guided Instruction (Grades K-5)	4 days		X	X
3. Concepts of Rational Numbers; Fractions, Decimals, and Percents (Grades 3-8)	4 days		X	X
4. Proportional Reasoning (Starting in summer 2015) (Grades 5-8)	4 days		X	X
5. Foundational Reading Skills	5 days			X
6. Close Reading – Informational Text (starting in Oct. 2014)	1+ day			X
7. Text Based Questions (starting in Oct. 2014)	1+ day			X
8. Literacy Integration (Grades 6-12 non ELA/math)	1 day			X
E. IMPLEMENTATION OF STANDARDS & INSTRUCTION				
1. Higher Order Thinking: Webb Leveling	2 days			X
2. Beyond Data Retreats: Extending Data Use to Impact Student Learning (starting Oct. 2014)	2 days			X
3. Curriculum Alignment & Gap Analysis (starting in Aug. 2014)	2+ day			X
4. SD Assessment Portal (starting in Oct. 2014)	½+ day	X		X
5. Creating High Quality Assessment Items (starting in Oct. 2014)	1+ day			X

Teacher Effectiveness Coaching Descriptions - Past Coaching Provided

A. TEACHER EFFECTIVENESS SYSTEM PLANNING AND ORIENTATION

1. Orientation to South Dakota's Recommended Teacher Effectiveness Model

A coach introduces South Dakota's recommended Teacher Effectiveness Model, including recommendations to use multiple measures of professional practice and student growth to determine and differentiate teacher performance. The session also includes an overview of South Dakota's recommended Evaluation and Professional Growth Process.

- ✓ *Intended Audience:* Teachers
- ✓ *Time Commitment:* One half-day in-district coaching session.
- ✓ *Online Resource:* Districts may utilize the Teacher Effectiveness Handbook or state-provided teacher effectiveness webinars to design an orientation program (<http://doe.sd.gov/secretary/TE.aspx>).

B. EVALUATIONS OF PROFESSIONAL PRACTICE (DANIELSON MODEL)

1. Administrators: South Dakota Framework for Teaching Observer Training and Proficiency Assessment (Teachscape)

Through video-rich, web-based training, administrators are prepared to conduct accurate, consistent and evidence-based evaluations that limit observer bias.

- ✓ *Intended Audience:* Principals
- ✓ *Time Commitment:* Approximately 30-35 hours to complete the training and proficiency assessment.
- ✓ *Online Resource:* Principals are eligible to receive state-paid licenses to complete Teachscape Focus for Observers. For more information, visit: <http://marketing.teachscape.com/SDCustomerSetup.html> or contact Carla.Leingang@state.sd.us.

2. Teachers: Understanding and Applying the South Dakota Framework for Teaching (Teachscape)

In-depth, web-based modules provide comprehensive training on the South Dakota Framework for Teaching. Teachers learn how the state's teaching standards are used for evaluation purposes and how the framework can be incorporated into instructional practice.

- ✓ *Intended Audience:* Teachers
- ✓ *Time Commitment:* Approximately 20 hours to complete training on the full South Dakota Framework for Teaching.
- ✓ *Online Resource:* Teachers are eligible to receive state-paid licenses to complete Teachscape Focus for Teachers. For more information, visit: <http://marketing.teachscape.com/SDCustomerSetup.html> or contact Carla.Leingang@state.sd.us.

3. Teachers: Introduction to the South Dakota Framework for Teaching and Teachscape Focus

A coach provides an overview of the South Dakota Framework for Teaching (Danielson Model) and introduces teaching staff to Teachscape Focus for Teachers, the state's delivery mechanism for in-depth training on the state's teaching standards.

- ✓ *Intended Audience:* Teachers
- ✓ *Time Commitment:* Half-day large group session or a full day of small-group sessions.

4. Teachers: Preparing for Observations and Artifact Collection

After teachers have completed training on the South Dakota Framework for Teaching, a coach revisits the standards that will be used as the basis for evaluation, reinforces understanding of the observation process and works with teachers to identify artifacts aligned to the district's selected evaluation components.

- ✓ *Intended Audience:* Teachers
- ✓ *Time Commitment:* Half-day large group session or a full day of small-group sessions.

5. Integrating Teachscape Reflect

A coach works with administrators and teachers to understand how Teachscape Reflect, the state-provided evaluation management software tool, works to encourage collaboration and reflection throughout the evaluation process.

- ✓ *Intended Audience:* Administrators and teachers
- ✓ *Time Commitment:* Half-day small-group session. This training is limited to groups of 24 people at a time.

C. EVALUATIONS OF STUDENT GROWTH (STUDENT LEARNING OBJECTIVES)

1. Administrators: Orientation to Student Learning Objectives as a Measure of Education Effectiveness
This regional professional development opportunity provides school administrators with an overview of Student Learning Objectives and how they are used to encourage data-driven instruction. Administrators will be provided with tools to coach teachers through the SLO process, including resources and strategies related to the selection of quality assessments used to measure student growth.
 - ✓ *Intended Audience:* School administrators. For this training, administrators will be divided into two rooms – elementary and MS/HS.
 - ✓ *Time Commitment:* One-day regional training.
 - ✓ *Dates, Locations and Registration:* March 18, Pierre; April 1, Sioux Falls; April 2, Aberdeen; and April 9, Rapid City. To register, visit <http://southdakota.gosignmeup.com>.

2. Teachers: Orientation to Student Learning Objectives as a Measure of Teacher Effectiveness
This regional summer professional development opportunity provides teachers with an orientation to Student Learning Objectives and how they are used to encourage data-driven instruction. Teachers will gain an understanding of the SLO process, learn how to identify appropriate assessments, work together to analyze student data, and practice writing quality SLOs.
 - ✓ *Intended Audience:* Teachers. For this training, teachers will be grouped by grade-level and content area. School administrators are also encouraged to participate in this training.
 - ✓ *Time Commitment:* One-day regional training. Participants will be paid \$125 per day stipends to attend. Districts can also choose to offer this training at their district.
 - ✓ *Dates, Locations and Registration:* Summer 2014. Dates and locations TBD. When available, individuals can register at <http://southdakota.gosignmeup.com>.

3. Teachers: Selecting or Creating Assessments to Establish and Assess Student Learning Objectives
This regional summer professional development opportunity is designed for teachers who do not have access to pre-made benchmark assessments. This facilitated SLO work session allows teachers to work collaboratively with teachers in similar subjects and grade levels to create assessments than can be used during the Student Learning Objectives process.
 - ✓ *Intended Audience:* Teachers. For this training, teachers will be grouped by grade-level and content area. School administrators are also encouraged to participate in this training.
 - ✓ *Time Commitment:* One-day regional training. Participants will be paid \$125 per day stipends to attend. Districts can also choose to offer this training at their district.
 - ✓ *Dates, Locations and Registration:* Summer 2014. Dates and locations TBD. When available, individuals can register at <http://southdakota.gosignmeup.com>.

4. Teachers: Using Student Learning Objectives to Guide Instruction and Student Learning
This facilitated in-district work session supports SLO implementation and can support teachers at multiple points during the SLO Process. A session scheduled at the beginning of the year, after teachers have administered benchmark assessments, supports teachers in writing and developing the SLO for the instructional period. A separate coaching session, scheduled at the mid-point of the year, allows teachers to evaluate data and progress on SLOs.
 - ✓ *Intended Audience:* Teachers. School administrators are also encouraged to participate in this coaching.
 - ✓ *Time Commitment:* One-day coaching session, and can be done in a large-group session or several, smaller group sessions.
 - ✓ *Note:* Two options for effective implementation of this coaching session are to hire a roaming substitute and schedule teachers to meet with the coach or schedule teachers to meet with the coach during their prep time.

5. Administrators: Implementing Student Learning Objectives with Consistency and Rigor
This two-credit graduate course, to be offered through the University of South Dakota's distance education program, will provide administrators with strategies and guidance to implement SLOs in a consistent and high-quality manner.
 - ✓ *Intended Audience:* Administrators
 - ✓ *Time Commitment:* The two-hour graduate course is approximately 30 hours.
 - ✓ *Notes:* Course registration will open in fall of 2014. Administrators will be able to obtain credit for \$40 per credit hour.

D. IMPLEMENTATION OF COMMON CORE (ELA, Math, 6-12 Literacy)

1. Mathematics Instruction Supporting the Secondary Common Core State Standards (6-12)

This practical class is geared to deepening secondary mathematics teachers' professional knowledge base while enhancing their ability to design and deliver mathematics instruction that is in line with Common Core Mathematics standards and the Standards for Mathematical Practices. Topics to be covered include:

- Strategies for increasing the real-world applications of mathematics
- Strategies for increasing student problem solving through mathematical reasoning, proof, and models
- Strategies for creating/strengthening a community of learners while engaging in mathematical discourse
- Formative assessment strategies to help secondary teachers determine students' grasp of core mathematics concepts in order to modify instruction and improve student achievement

✓ *Intended Audience:* 6-12 teachers of math including special education teachers.

✓ *Time Commitment:* Two days

2. Understanding Number Concepts

This course is intended for teachers with the purpose of expanding teachers' own understanding of number concepts K-8, outlined in *Common Core State Standards for Mathematics*. In order to fully understand the implications for teaching number concepts in grades K-8, it is essential that all teachers have a firm grounding in how those concepts develop in grades both before and after the actual grade they teach. Class participants will find content from across all grade levels. Topics covered in this class will include:

- Number relationships and place value
- Base 10 number system
- Whole-number computation using the mathematical properties
- Different meanings of multiplication and division and integers and operations with integers

✓ *Intended Audience:* While teachers from K-5 are the target audience, teachers from all grades K-8 can benefit as concepts at higher grade levels build on these concepts

✓ *Time Commitment:* Ideally delivered in 4 consecutive days. Alternatively delivered in two 2-day sessions, or four 1-day sessions, but at no time less than a full day at any session.

✓ *Notes:* This session is also offered in the summer as regional trainings on a limited basis.

3. Concepts of Rational Numbers: Fractions, Decimals, and Percents

This course is intended for teachers with the purpose of expanding teachers' own understanding of rational numbers concepts as outlined in *Common Core State Standards for Mathematics*. In order to fully understand the implications for teaching rational number concepts in grades 3-8, it is essential that all teachers have a firm grounding in how those concepts develop in grades both before and after the actual grade they teach. Class participants will find content from across all grade levels. Topics covered in this class will include:

- Developing an understanding of fractions as numbers
- Equivalence and ordering
- Computation with rational numbers including, addition, subtraction, multiplication and division building and extending on previous understanding of whole number operation, decimals and percents.

✓ *Intended Audience:* Teachers of math in grades 3-8 including special education, title math, and math coaches

✓ *Time Commitment:* Ideally delivered in 4 consecutive days. Alternatively delivered in two 2-day sessions, or four 1-day sessions, but at no time less than a full day at any session.

✓ *Notes:* This session is also offered in the summer as regional trainings on a limited basis.

4. Proportional Reasoning (Summer 2015)

During this class for middle school teachers, we will explore a unifying concept in the *Common Core State Standards for Mathematics*, proportionality and how proportional reasoning builds from whole number and rational number concepts and connects to algebra and geometry understanding. During the four-day workshop we will explore ratios, rates, proportions, and proportional reasoning addressed in the CCSS-M utilizing problem solving and representations. We will discuss how proportional reasoning relates to algebraic concepts such as linear functions and geometric concepts such as similarity. We will also emphasize connections among various representations (such as graphs, tables, equations, diagrams) that can be used to explore proportional reasoning.

✓ *Intended Audience:* Teachers of math in grades 5-8 including special education teachers.

✓ *Time Commitment:* Ideally delivered in 4 consecutive days. Alternatively delivered in two 2-day sessions, or four 1-day sessions, but at no time less than a full day at any session.

✓ *Notes:* This session is also offered in the summer as regional trainings on a limited basis.

5. Foundational Reading Skills

This course will teach ways to provide high-quality instruction and interventions matched to student need. Through discussion participants will build an awareness of the need to monitor progress frequently in order to make decisions about changes in instruction or goals and applying child response data to important educational decisions. This course will focus on the theoretical and practical aspects of reading instruction K-8. Participants will:

- Develop a thorough understanding of the five major concepts in teaching reading
- Develop a working knowledge of assessment needed to specify interventions.
- Apply the material presented in the class to their teaching practices.

- ✓ *Intended Audience:* The target audience is elementary teachers of reading including special education, title reading, and reading coaches
- ✓ *Time Commitment:* Five days. The district can divide the training into five single day trainings or offer two days in a row, or split the day long sessions to best suit the districts schedule.

6. Close Reading – Informational Text

Close reading allows students to slow down and interpret difficult passages, keeps them focused on the purpose for reading, and leaves ‘bread crumbs’ to find our way back to our thinking later. This session will focus on building students' capacity for *independently* comprehending a text through close reading. Participants will be able to apply the information presented to other texts at all grade levels.

- ✓ *Intended Audience:* all grades all content
- ✓ *Time Commitment:* One day minimum, with a possible follow-up session after teachers have implemented strategies.

7. Text Based Questions

Text-dependent questions are questions that can only be answered by referring back to the text. Asking the right sequence of questions will lead students more deeply into a text. Students are now expected to use evidence from texts to present analyses, well-defended claims, and clear information. This session will allow participants will learn questioning strategies to address the shift and address questions related to craft and structure (Standards 4–6) and integration of knowledge and ideas (Standards 7–9)—areas that are so often missed.

- ✓ *Intended Audience:* all grades all content
- ✓ *Time Commitment:* One day minimum, with a possible follow-up session after teachers have implemented strategies.
- ✓ *Notes:*

8. Literacy Integration

Participants will learn foundational knowledge and skills found in 6-12 Literacy standards for ALL content areas. The workshop will allow participants to examine the 6-12 Literacy in History, Science and Technical standards and learn strategies for implementation. The training will allow participants to analyze text-based resources used in the classroom and transform their lessons to align to the literacy standards.

- ✓ *Intended Audience:* All teachers of 6-12 who do not teach English Language Arts
- ✓ *Time Commitment:* One day
- ✓ *Notes:* The state offered regional trainings in the spring of 2013 and during the school year 2013-2014

E. IMPLEMENTATION OF STANDARDS & INSTRUCTION

1. Higher Order Thinking: Webb Leveling

Infusing higher order thinking strategies increases the chances students will make connections to the schema when they encounter new information and be able to make sense of that information. (Danielson Framework: Domain 3) Participants will learn strategies to infuse higher order instructional practices and assessments helping students extend and apply knowledge. The training will focus on how to utilize Webb’s Depth of Knowledge (DOK) to scaffold learning for all students.

- ✓ *Intended Audience:* All content, all grades
- ✓ *Time Commitment:* 2 days
- ✓ *Notes:* A complementary professional development is the option for creating high quality assessments.

2. Beyond Data Retreats: Extending Data Use to Impact Student Learning

There are many types of assessments: summative, benchmark, and formative. Districts using a data-driven cycle of assessment, analysis, and action, see a breakthrough in student learning gains. School level data retreats are one step in successfully using data to drive instruction and this session extends the use of data at a deeper level. Participants will learn how to analyze individual student data based on screening/benchmark results, error analysis and diagnostic assessment, in order to differentiate student learning and design focused interventions based on student needs. This session will allow participants to practice the process of analyzing student data in order to plan appropriately for instruction and explore effective ways to conduct and analyze traditional and alternative methods of formative assessment.

- ✓ *Intended Audience:* All grades
- ✓ *Time Commitment:* Two days

3. *Curriculum Alignment & Gap Analysis*

The Blueprint for Learning provides districts with a template for curriculum development and Common Core State Standard alignment. With your district's individualized blueprint in hand, teachers are prepared to analyze their classroom instruction—individually, within their own grade-level teams, and through vertical alignment teams. The blueprint provides the pathway for districts to identify gaps and repetitions in their content curricula. While the sample blueprints focus on ELA and math, the blueprint also offers a starting place, process and format for all content areas.

- ✓ *Intended Audience:* All grades and content
- ✓ *Time Commitment:* Minimum of two days with an option for coaches to work with teachers for additional time.
- ✓ *Notes:* The model blueprints are created for English language arts and math. However, the process can be applied to all content areas.

4. *SD Assessment Portal*

South Dakota Assessment Portal (SDAP) is a free tool schools and teachers can use to create and deliver online classroom and summative assessments. This training provides information on how to create items, use existing items, create and schedule tests, share items and tests with other teachers, and access reports about students' performance. SDAP is already being used across the state to deliver End of Course exams, common district pre- and post-tests, and to track progress towards Student Learning Objectives (SLO).

- ✓ *Intended Audience:* All grades all content
- ✓ *Time Commitment:* ½+ days. The minimal time requirement is a half of day, however the training can be extended to include additional time for participants to create.
- ✓ *Notes:* This training would be a great companion training to *Creating High Quality Assessment Items*.
Online Resources: Information, help guides, and recorded webinars are located at <http://doe.sd.gov/oats/SDAP.aspx>

5. *Creating High Quality Assessment Items*

Teachers, as well as standardized test makers, use many types of test items, including Multiple Choice, Short Answer, Constructed Response, Technology Enhanced, and Performance Task. This workshop will explain the uses of these types of items and provide teachers with tools to write items that both measure what is intended and provide feedback on student mastery. Discussion and practice for item writing will include determining the standard/objective and assigning a cognitive level using Webb's Depth of Knowledge (DOK) classifications, a four level model defining cognitive skills.

- ✓ *Intended Audience:* All grades and content
- ✓ *Time Commitment:* One full day with the option to have a coach/training come back for additional support.

Appendix C: SLO Quality Checklist

SLO QUALITY CHECKLIST

	Yes	No	?
Is the SLO SPECIFIC?			
1. Does the SLO state exactly what learning content needs to be addressed and the specific standards to which the learning content relates?			
2. Is the learning content aligned to state standards or credible national standards?			
Is the SLO MEASURABLE?			
3. Will the SLO be measured using an assessment based on standards?			
4. Are expectations for student growth stated by rate, percentage, number, level of benchmark, rubric standards or juried level of standard (panel of experts)?			
5. Does the assessment method align to the kinds of learning in the SLO?			
Is the SLO APPROPRIATE?			
6. Was the SLO developed using baseline data that is comparable between the beginning and end of the instructional period?			
7. Is the SLO directly related to a teacher's subject, grade-level and students?			
8. For a Class Mastery Goal, does the goal include all students in the class or course?			
9. For a Differentiated Growth Goal, does the goal include a growth goal for all groups of students?			
10. For a Shared Performance Goal, does the goal include all students in the grade/subject level? Can each class set their growth under the same goal?			
Is the SLO REALISTIC and RIGOROUS?			
11. Is the SLO attainable for the students in my class(es)?			
12. Does the SLO stretch/challenge my students?			
Is the SLO TIME BOUND?			
13. Does the SLO contain a definitive timeline that allows for determining goal attainment?			

Appendix D: Assessment Quality Checklist

SOUTH DAKOTA ASSESSMENT QUALITY CHECKLIST

Directions: This checklist should be completed prior to SLO Approval to ensure the chosen assessment meets basic requirements. The checklist will help determine whether the assessment is ready for use or if additional modifications are needed.

ALIGNMENT

The assessment should be aligned to the course standards identified in the SLO and the curriculum.

Yes	Somewhat	No	
			The assessment type or format is appropriate for the content of the assessment.
			All items in the assessment align to standards identified in the SLO.
			The assessment measure addresses the full range of topics and skills included in the SLO.
			The focus of the assessment mirrors the focus of the curriculum and standards.
			The questions, items, or tasks match the full range of cognitive thinking required during the course.
			The assessment requires students to engage in higher-order thinking when appropriate.
Comments:			

STRETCH

An assessment needs to have sufficient stretch, meaning that it can capture student performance for students with varying levels of performance.

Yes	Somewhat	No	
			The assessment includes a variety of question types.
			The assessment contains a variety of question levels.
			The assessment enables all students to demonstrate growth.
			The assessment will include items that will challenge the lowest-performing students and challenge the highest-performing students.

Comments:

ADDITIONAL VALIDITY CRITERIA

Validity refers to the extent to which the assessment measures what it is intended to measure and provides useful, accurate results. Many concepts related to validity are addressed in the alignment and stretch sections of the checklist. This section of the checklist contains additional validity considerations.

Yes	Somewhat	No	
			The assessment is fair for all populations of students.
			The assessment avoids use of stereotypes.
			The assessment contains an appropriate number of questions.
			The assessment accommodates students' individualized education programs (IEPs), 504 plans, or English language learner status.
			The assessment avoids unnecessarily complex language.

Comments:

RELIABILITY

An assessment is reliable if it produces consistent results across multiple administrations.

Yes	Somewhat	No	
			Procedures exist to ensure the test is administered fairly and consistently to all students.
			The assessment is not graded by students.
			Teachers complete answer documents for students only when this accommodation is listed on the student's IEP.
			If the assessment is a performance-based or contains a performance task, the performance-based assessment checklist has been completed.

Comments:

SOUTH DAKOTA PERFORMANCE-BASED ASSESSMENT CHECKLIST

Directions: In addition to considerations related to alignment, stretch, reliability and validity, this checklist should be completed prior to SLO Approval if the assessment is performance-based or contains a performance task. The checklist will help determine whether the assessment is ready for use or if additional modifications are needed.

RUBRICS AND PERFORMANCE-BASED ASSESSMENTS

A rubric is a scoring guide used to evaluate student work or performance tasks. A performance-based assessment tests the ability to apply knowledge in a real-life setting. Performance is assessed using a rubric or analytic scoring guide that meets the following criteria.

Yes	Somewhat	No	
			The rubric or performance-based assessment contains an adequate number of proficiency levels.
			The rubric or performance-based assessment contains specific, clear, and concise descriptions at each proficiency level.
			The descriptions at each proficiency level do not contain subjective language left to interpretation.
			The performance-level descriptions describe elements that are present for each level, not the elements that are lacking.
			All teachers have a common understanding of the use and interpretation of rubrics or guidance documents.
			The rubric or performance-based assessments has been vetted through content experts and supervisors for consistency and comparability before its use.

Comments:

Appendix E: Assessment Planning Guide

SOUTH DAKOTA SLO ASSESSMENT PLANNING GUIDE

Directions: Complete each step of the planning guide and address all prompted questions. Completing the SLO Assessment Planning Guide is useful for all teachers working through the SLO Process and is strongly recommended for teachers that do not have access to pre-made assessments.

STEP ONE: IDENTIFY PRIORITY CONTENT AND STANDARDS

Identify the Grade Level, Course or Class	<i>What grade level, content area, course or class(es) will be the focus of your SLO?</i>
Prioritize Learning Content	<i>What is the most important learning that needs to occur during the instructional period? Specify which standard(s) are addressed.</i>

STEP TWO: CONNECT CONTENT TO STUDENT LEARNING EXPECTATIONS

What do you want your students to KNOW?	
What do you want your students to UNDERSTAND?	
What do you want your students to DO?	

STEP THREE: CONNECT LEARNING EXPECTATIONS TO ASSESSMENT CRITERIA

What do you need to assess to ensure mastery of the priority content? *Check all that need to be included in the assessment used in the SLO process.*

KNOWLEDGE (Webb Level 1)	SKILL (Webb Level 2)	REASONING (Webb Levels 2, 3, 4)	PRODUCT (Webb Levels 2, 3, 4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interval of Instruction	<i>What is the time period in which student growth is expected to occur? Identify a timeline for teaching the priority content.</i>

Provide Rationale	<i>How do content, learning expectations and assessment criteria contribute to student growth? Explain why you chose the assessment criteria.</i>

STEP FOUR: CONNECT ASSESSMENT CRITERIA TO ASSESSMENT TYPE

Which type of assessment is most appropriate for identified content and criteria?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selected Response and Short Answer	Extended Written Response	Performance Assessment	Personal Communication
<ul style="list-style-type: none"> • Multiple choice • True/false • Matching • Fill in the blank • Labeling 			

Will you need a rubric to conduct the assessment?

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

If you need a rubric, do you currently have an appropriate rubric?

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

Will you use an identical pre- and post-assessment?	
YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

Progress Update Considerations	<i>How will you check for student understanding at the mid-point? Detail the rationale for your formative assessment strategies.</i>

STEP FIVE: CONSIDER ASSESSMENT QUALITY

How will you address ALIGNMENT?	
--	--

How will you address STRETCH?	
--------------------------------------	--

How will you address VALIDITY?	
---------------------------------------	--

How will you address RELIABILITY?	
--	--

STEP SIX: SELECT OR CREATE AN ASSESSMENT

What specific assessment(s) will be used throughout the SLO process? *Determine whether you have access to an assessment, need to modify an assessment or need to create an assessment.*

I HAVE ACCESS	I NEED TO MODIFY	I NEED TO CREATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Provide Rationale	Why are you moving forward with your current assessment plan? <i>Explain your answer.</i>

Available Resources	If you are modifying or creating an assessment, what books or websites will you use as resources? <i>List the resources below.</i>	
	BOOKS	WEBSITES

Collaborators	If you are modifying or creating an assessment, will you collaborate with other teachers or administrators during the process? <i>List names below.</i>

Appendix F: SLO Special Education Examples

SOUTH DAKOTA DRAFT SLO PROCESS GUIDE

Teacher:	Special Education
School:	Any Town High School
Evaluator:	Mrs. Director

STEP ONE: SLO DEVELOPMENT

<p>Prioritize Learning Content: Identify standards and content.</p>	<p><i>What is the most important learning that needs to occur during the instructional period? Specify which standard(s) the SMART goal addresses.</i></p> <hr/> <p>The most important learning that needs to occur during the instruction period is basic reading skills and strategies to assist with reading/comprehending text.</p> <p>Standards Addressed: <i>Standard (L.CCR.3)- Apply knowledge of language to understand how language functions in different contexts, to make effective choice for meaning or style, and to comprehend more fully when reading or listening.</i></p> <p><i>Standard (L.CCR.4)- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</i></p> <p><i>Standard (.CCR.6)- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</i></p>
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<p>Identify Student Population: Describe the context of the class.</p>	<p><i>How many students are addressed by the goal? Detail any characteristics or special learning circumstances of the class(es).</i></p> <hr/> <p>This goal addresses 3 students in my Reading Skills class. These students receive direct instruction in basic reading skills in the resource room in addition to their English class. All three students qualify for special education services in the area of basic reading skills/reading comprehension.</p> <p>Positives to highlight:</p> <ul style="list-style-type: none"> - Service setting is described (resource + inclusion) - It is specifically stated that the students qualify for special education services in the area of reading. A less strong example might say “These 3 students have IEPs.” Identifying that students have IEPs only has meaning when it is accompanied by further description as to how the students’ disability impacts academic performance in the specific subject area. Requiring teachers to take this critical step of describing how the students’ disabilities impact their academic performance in the subject area of the SLO is a very important measure to safeguard against teachers
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inadvertently lowering SLO targets for students just because they have IEPs.

Ideas for strengthening:

Go into more detail about how the students' disabilities impact their academic performance in reading. In some SLO examples teachers do this individually by student, or by groups of students.

- Example: Student A has a specific learning disability in the area of reading. Student A is able to decode words, but struggles with reading comprehension.
- Example: Two students in this SLO have cognitive disabilities. They struggle with processing speed and working memory, which impacts their ability to comprehend grade-level texts.

State some basic information about the students like age or grade. Reviewers who aren't familiar with the class or school may need some context.

Analyze Data and Develop Baseline:

Detail student understanding of the content at the beginning of the instructional period.

Where are my students starting? Identify the specific data source or trend data used.

These students all read below grade level. Students struggle with decoding, reading fluency, and comprehension. Students' abilities vary, but all students instructional reading levels fall at about the fourth grade level. One student really struggles with basic decoding skills, while the other students struggle more with comprehension. Students were administered the QRI at the beginning of the year to determine current reading levels and placement in the Read Naturally program. Students were administered the QRI again at the end of the semester to monitor progress. All students have shown some growth/progress.

Ideas for strengthening:

- Do the actual baseline scores need to be shared within the SLO or is that recorded elsewhere? It might be a good idea to encourage teachers to record baseline scores for each student so they can set differentiated targets for tiers of students or adjust for individual students. This might be especially useful for special education teachers writing SLOs for larger groups of students. It can even be done in the aggregate:

Score Range	Number of Students
0-50%	3
51-75%	2
76-100%	4

- Encourage teachers to leverage information found in the PLOPs section of the IEP. The IEP should contain trend data (historical) that informs potential for growth and it might also contain some

	<p>baseline data points (current school year) or progress monitoring data.</p>
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<p>Select or Develop and Assessment: Describe how the SMART goal will be measured.</p>	<p>Qualitative Reading Inventory- Informal Reading Assessment that consists of graded word lists as well as a reading passage/ comprehension component. Read Naturally-Students participate in the program on the computer and it is set up at their individual level. They work on reading fluency and comprehension. The goal is to achieve 80% on the comprehension portion.</p>
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<p>SMART Goal: Establish expectations for student growth.</p>	<p><i>What can I expect my students to achieve? Ensure your goal meets the SMART goal criteria.</i></p> <p>By the end of the school year, all of my students will demonstrate growth and increase their overall reading proficiency so that they are able to read and comprehend with 80% accuracy on text at their instructional level as measured by the QRI and Read Naturally.</p> <p>Ideas for strengthening: I will reiterate the concern that without knowing these students' exact baseline scores on the QRI/Read Naturally there is no way to determine if 80% is a Realistic goal. How does the reviewer of this SLO know if this target is too high, too low, or just right for these students? As a solution to the issues that arise from fixed mastery targets, a lot of times special education teachers will share the baseline scores and then use one of the following strategies to differentiate targets:</p> <ul style="list-style-type: none"> ○ Basic growth target (i.e. all students will grow 20 points from their baseline score) ○ Simple average growth target (i.e. all students will score halfway between their baseline score and 100) ○ Tiered growth target (i.e. students are grouped into levels of performance and given different growth targets based on their starting level) <p>Although each of these methods has its drawbacks, they at least somewhat take into account student differences when setting targets.</p>
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<p>Provide Rationale: Describe how your SLO benefits student learning.</p>	<p><i>How do the content, baseline data, assessment and SMART goal support student progress and growth? Describe why you chose this SMART goal.</i></p>
	<p>Reading is a skill that students need not only to be successful in the school setting, but in the real world as well. It is a life skill. I chose this goal because I truly want to help students improve their reading skills and provide them with tools and strategies that can assist them in their general education classes. Because Reading is not a strength for these students and they have struggled repeatedly throughout their school careers due to challenges with reading, I want them to experience some success and see that they are making improvement. I want them to increase their confidence when it comes to reading and not view it as something negative.</p> <p>Ideas for strengthening:</p> <ul style="list-style-type: none"> - Many states interpret the purpose of the rationale section of the SLO as the teacher providing rationale that they have set a goal for each student that is ambitious, yet reasonably attainable and developmentally appropriate. Although the template does not state that this is the purpose of the section, when/how do teacher justify that their SLO targets are appropriate for all students? When/how do teachers justify that they have written a S.M.A.R.T. goal?

<p>Learning Strategies: Describe your plan to meet student needs.</p>	<p><i>How will you help students attain the goal? Provide specific actions that will lead to goal attainment.</i></p>
	<p>Direct instruction in basic reading skills/strategies Daily timings, progress monitoring, etc. Application in general education classes Practice, Practice, Practice!</p> <p>Positives to highlight:</p> <ul style="list-style-type: none"> - Leveraged information from the IEP!

STEP TWO: SLO APPROVAL

The SLO has been reviewed jointly between the teacher and evaluator and will serve as the agreed-upon measure to determine the teacher's student growth rating.

Teacher Signature:

Date:

Evaluator Signature:

Date:

STEP THREE: ONGOING COMMUNICATION

Progress Update: <i>Describe student progress toward the SMART goal.</i>	<i>Are your students on track toward meeting the SMART goal? Specify the assessment used to track progress.</i>

Strategy Modification: <i>If necessary, document changes in strategy.</i>	<i>Does data suggest I need to adjust my instructional strategy? Describe how you plan to meet the goal.</i>

SLO Adjustment: <i>If justified, describe changes to the SLO.</i>	<i>Are there circumstances beyond the teacher's control that will impact SLO goal? Attach a revised SLO.</i>

Teacher Signature:

Date:

Evaluator Signature:

Date:

STEP FOUR: PREPARE FOR THE SUMMATIVE CONFERENCE

This section documents the preliminary student growth rating, which will be discussed during the end-of-year Summative Conference.

SCORING

High Growth: <i>The SMART goal was less than 86 to 100% attained.</i>	<i>What does High growth mean? Detail end-of-course achievement levels that equate to High growth.</i>

Expected Growth: <i>The SMART goal was 65 to 85% attained.</i>	<i>What does Expected Growth mean? Detail end-of-course achievement levels that equate to Expected Growth.</i>

Low Growth: <i>The SMART goal was less than 65% attained?</i>	<i>What does Low Growth mean? Detail end-of-course achievement levels that equate to Low Growth.</i>

PRELIMINARY STUDENT GROWTH RATING

PRELIMINARY STUDENT GROWTH RATING		
Based on end-of-course assessment, my student growth rating is?		
LOW	EXPECTED	HIGH
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REFLECTION

Professional Growth: <i>Detail what you learned.</i>	<i>What worked? What should be refined? Describe the support you need to improve instruction and student learning.</i>

STUDENT LEARNING OBJECTIVE PROCESS GUIDE

1st Grade ELA Resource Room

Teacher:	Mr. Phillips (resource teacher working with Mrs. Danielson's class)
School:	Stuyvesant Elementary
Evaluator:	Mr. Richards

STEP ONE: SLO DEVELOPMENT

<p>Prioritize Learning Content: Identify standards and content.</p>	<p><i>What is the most important learning that needs to occur during the instructional period? Specify which standard(s) the SLO addresses and identify the specific source or trend data used. (1a)</i></p>
	<p>Students will be able to analyze new words by using a combination of roots, affixes, syllabication, and phonetic analysis. Mr. Phillip's four students will focus specifically on phonetic analysis. 1.RF.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>

<p>Identify Student Population: Describe the context of the class.</p>	<p><i>How many students are addressed by the SLO? Detail any characteristics or special learning circumstances of the class(es). (1b, 1c)</i></p>
	<p>I will focus on four students who come to my room from Mrs. Danielson's class for resource assistance three times a week with a focus on ELA goals. These students have been identified as having disabilities such as LD and autism, and are on IEPs. They come to resource for 45 minutes of individualized or small group work three times a week.</p>

<p>Interval of Instruction: Specify the time frame in which growth will be measured.</p>	<p><i>What is the time period in which student growth is expected to occur? Identify the length of the course or provide rationale for an time period that is less than the full length of the course.</i></p>
	<p>This goal covers the school year.</p>

<p>Analyze Data and Develop Baseline: Detail student understanding of the content at the beginning of the instructional period.</p>	<p><i>Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (1b, 1f)</i></p> <p>Given end of the year Kindergarten results in sound fluency and phoneme segmentation fluency, as well as beginning of the year first grade results in phoneme segmentation fluency, these four students are well below grade level and at risk for not achieving grade level standards.</p>
<p>Select or Develop an Assessment: Describe how the goal attainment will be measured.</p>	<p><i>What specific assessment or instrument will be used to measure goal attainment? Describe the source of the assessment and the connection to identified content and standards. (1c, 1d, 1f, 3d)</i></p> <p>Using DIBELS Next data related to phonemic awareness will be used to measure the goal. Specifically, the DIBELS Next sub-tests for sound fluency and phonemic segmentation.</p>
<p>Growth Goal: Establish expectations for student growth.</p>	<p><i>What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)</i></p> <p>These four students will move from well-below benchmark to at or above benchmark (10-20% to 80-90%) for the subsets of the DIBELS Next that address phonemic awareness (FSF and PSF).</p>
<p>Provide Rationale: Describe how your SLO benefits student learning.</p>	<p><i>How do the content, baseline data, assessment and growth goal support student progress and growth? Describe why you chose to develop this SLO. (1a, 1f)</i></p> <p>Because I work closely with several students in Mrs. Danielson's class, I will be using the same SLO content but with a slightly modified goal for the 4 students who come to my room for resource. While her achievement focuses on data from classroom assessments, my SLO focuses solely on the phonemic awareness skills of word analysis.</p>
<p>Learning Strategies: Describe your plan to meet student needs.</p>	<p><i>How will you help students attain the goal? Provide any specific actions that will lead to goal attainment. (1b, 1e, 1f, 4a)</i></p> <p>I will use reading activities and strategies specifically designed for working on skill building around phonics and decoding to supplement the work that is done in Mrs. Danielson's classroom.</p>

STUDENT LEARNING OBJECTIVE PROCESS GUIDE

3rd Grade Science Self-Contained

Teacher:	Ms. Beuchard
School:	Stuyvesant Elementary
Evaluator:	Mr. Richards

STEP ONE: SLO DEVELOPMENT

<p>Prioritize Learning Content: Identify standards and content.</p>	<p><i>What is the most important learning that needs to occur during the instructional period? Specify which standard(s) the SLO addresses and identify the specific source or trend data used. (1a)</i></p> <hr/> <p>Students will be able to identify cause and effect related to different species and their relationship to one another and the environment. This relates to standards 3.L.3.1. Students are able to describe how species depend on one another and on the environment for survival. And 4.L.2.2. Students are able to explain how a size of a population is dependent upon the available resources within its community. And 5.L.3.1. Students are able to describe how natural events and/or human influences may help or harm ecosystems. And 5.L.3.3. Students are able to describe how interrelationships enable some organisms to survive.</p>
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<p>Identify Student Population: Describe the context of the class.</p>	<p><i>How many students are addressed by the SLO? Detail any characteristics or special learning circumstances of the class(es). (1b, 1c)</i></p> <hr/> <p>This classroom is a 3-5 self-contained class that includes students with a variety of disabilities. There are 8 students in the class and their reading levels range from basic sight words to first grade. However, when provided with supports (such as read aloud, or text to speech reader), all of the students are able to answer basic comprehension questions (who, where, and what) and two of the students can consistently answer cause and effect questions with prompting.</p>
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<p>Interval of Instruction: Specify the time</p>	<p><i>What is the time period in which student growth is expected to occur? Identify the length of the course or provide rationale for an time period that is less than the full length of the course.</i></p>
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<p><i>frame in which growth will be measured.</i></p>	<p>This SLO will cover the second quarter of science class as that is the time when we talk about environment and habitat.</p>
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<p>Analyze Data and Develop Baseline: <i>Detail student understanding of the content at the beginning of the instructional period.</i></p>	<p><i>Where are my students starting? Summarize student baseline performance and attach additional data if necessary. (1b, 1f)</i></p> <p>I give the students a pre-test that is identical to the end of unit test. The highest score on the pre-test was a 30% (with no prompting, but did include the students' required accommodations such as reading the test aloud).</p>
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<p>Select or Develop an Assessment: <i>Describe how the goal attainment will be measured.</i></p>	<p><i>What specific assessment or instrument will be used to measure goal attainment? Describe the source of the assessment and the connection to identified content and standards. (1c, 1d, 1f, 3d)</i></p> <p>I will use the end of unit test again to measure student growth. There are 10 questions on the test and they focus on the standards listed above. The test includes pictures, graphic organizers and writing stems to help the students organize their thoughts and ideas.</p>
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<p>Growth Goal: <i>Establish expectations for student growth.</i></p>	<p><i>What can I expect my students to achieve? Establish rigorous expectations for student performance. (1b, 1c)</i></p> <p>By the end of the unit, all 8 students in the class will score a 70% or higher on the end of unit assessment with no prompting but will include the students' required accommodations.</p>
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<p>Provide Rationale: <i>Describe how your SLO benefits student learning.</i></p>	<p><i>How do the content, baseline data, assessment and growth goal support student progress and growth? Describe why you chose to develop this SLO. (1a, 1f)</i></p> <p>I chose this SLO because the science theme of environment and habitat is one that is concrete and allows for easily embedded IEP goals such as working on cause and effect that is so important for my students. It allows me to use the same SLO across all my students because they are working toward similar standards.</p>
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<p>Learning Strategies: <i>Describe your plan to meet student needs.</i></p>	<p><i>How will you help students attain the goal? Provide any specific actions that will lead to goal attainment. (1b, 1e, 1f, 4a)</i></p>
	<p>The lessons we do throughout this unit are supplemented by many high interest texts, an activity where we cut and paste to build a habitat and explain why the animals there live together, and then show what we could do to help or hurt that habitat. For instance, I brought in a kiddie pool and we made fish to put in it, but then we saw the “fish” didn’t have anything to eat, so we read about fish (Magic School Bus) and what they eat and what eat them. Through different story problems (using concrete manipulatives like our fish) we talked about how many fish could live in our pond, what they need, and what other animals might live there and why. We then extend the lesson to focus on what humans could do to change the pond environment. These concrete and experiential activities help the students understand these standards.</p>